DOCUMENT RESUME

ED 096 397 CE 001 983

TITLE	Living in the Home. A Resource Guide for Home Economics Teachers.
INSTITUTION	Baltimore County Board of Education, Towson, Md.
PUB DATE	70
NOTE	231p.
EDRS PRICE	MF-$0.75 HC-$11.40 PLUS POSTAGE
DESCRIPTORS	Consumer Education; Course Content; *Curriculum Guides; Educational Objectives; *Family Life; Home Economics; Home Economics Education; Housing; Human Development; Instructional Materials; Interior Design; Learning Activities; Resource Materials; Secondary Grades; *Teacher Developed Materials; Teaching Methods; Teaching Procedures

ABSTRACT

This home economics course is designed to help pupils gain a better understanding of themselves and others, to provide opportunities for developing competence in certain home activities, and to give a better basis for making decisions about personal and family life. The goals of the home economics program and using the bulletin are briefly discussed. General suggestions, such as constructing unit plans, making lesson plans, conducting study-reading lessons, conducting discussion lessons, presenting demonstrations, conducting laboratory experiences, using pupil reports, evaluating pupils' progress, and visual aids to instruction are used as effective instructional techniques. The course is divided into three units: human development and the family, consumer education and the family, and housing and interior decoration. Each of these units contains an introduction, course generalization and concepts to be taught, and an outline of the scope of content, suggestions for activities, and a resource materials list. Appended to each unit is a bibliography of resource materials. (BP)

ED 096 397

BOARD OF EDUCATION OF BALTIMORE COUNTY

HOME ECONOMICS * LIVING IN THE HOME

A RESOURCE GUIDE FOR HOME ECONOMICS TEACHERS

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ACKNOWLEDGMENT

Special thanks are due to Mrs. Eula Johns, Mrs. Dorothy Hanssen and Miss Barbara Fuller for their secretarial assistance in the preparation of this publication.

FOREWORD

The development of the adolescent is closely related to the quality of his relationships with his family and his intense desire to achieve economic and social independence. Since home economics emphasizes topics that are closely associated with the maturing process, the program is designed to help pupils gain a better understanding of themselves and others, to provide opportunities for developing competence in certain home activities, and to give a better basis for making decisions about personal and family life.

The role of home economics has been steadily increasing in importance and broadening in scope. Conditions in our society underline the importance of giving greater attention and emphasis to teaching-learning experiences related to the skills of everyday living; for example, the complex and changing roles of family members; the dual role of women as homemakers and wage-earners; the mobility of families; the increasing number of teen-age marriages and mothers; the greater stress on self-realization; and the high rate of juvenile delinquency and mental illness.

Work on a re-examination and revision of the Baltimore County home economics program was initiated in 1964 when a committee of teachers began a study of the function of home economics education in all grades from kindergarten through grade 12. In 1965, a summer workshop committee sought to identify the major goals of home economics, define program emphases, and formulate guidelines to be used by future curriculum committees in developing more specific curriculum materials. The summer workshops of 1966 and 1967 concentrated on preparing resource guides for the junior high school.

The revision of the senior high school curriculum began in a summer workshop in 1969 when a committee of teachers began work on curriculum materials for Living in the Home. This work continued throughout the 1969-1970 school year and during the summer workshop in 1970. This publication includes additions and changes suggested by workshop groups and others who have used and evaluated the materials in the classroom. The home economics curriculum in Baltimore County has progressed from a guide that suggested broadly-implied general goals to a body of content structured within a framework of selected concepts at successive grade levels for specialized in-depth courses and for semester courses.

The Board of Education and the Superintendent of Schools wish to express their appreciation to the curriculum committees and to all home economics teachers of Baltimore County who have made possible the development of this curriculum bulletin.

Joshua R. Wheeler
Superintendent of Schools

Towson, Maryland

July, 1970

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THE GOALS OF THE HOME ECONOMICS PROGRAM

Because home economics deals with all phases of personal and family living, there is a temptation to set such broad, challenging goals that they defy achievement. In general, the home economics program endeavors to assist pupils to develop attitudes, appreciations and abilities that will help them achieve a satisfying personal, family, and community life. More specifically, it seeks to help pupils to:

-Appreciate the significance of the family as the basic unit of society and its impact on the development of family members at each stage in the life cycle

-Understand the nature of the values that give meaning to one's life as an individual, as a family member and as a member of the community

-Recognize human and natural resources and use them to the fullest potential

-Develop skill in decision-making in utilizing resources available to the family in order to satisfy needs and wants

-Acquire knowledge and practical skills needed for family living

-Think and work creatively, both to develop a means of worthwhile self-expression and to make a contribution to family and society.

USING THIS BULLETIN

The successful use of this bulletin is dependent upon the understanding that each teacher has of the content, the activities, and the suggested resources for implementing the course. A familiarity with the total organization of the bulletin and its scope of content would be the most effective approach.

It is unlikely that any class would be able to follow exactly the sequence of content and all the activities suggested in the bulletin. Each teacher will want to be selective in adopting the program in light of a number of factors including the background, needs, and interests of the pupils; the community and the environment in which the pupils live; and the size and the organization of the home economics class.

Thoughtful recommendations regarding the scope of the content, the activities, and resources would help future workshop committees strengthen the materials when revisions of this bulletin are made.

GENERAL SUGGESTIONS FOR EFFECTIVE USE OF INSTRUCTIONAL TECHNIQUES

Constructing Unit Plans

Making Lesson Plans

Conducting Study-Reading Lessons

Conducting Discussion Lessons

Presenting Demonstrations

Conducting Laboratory Experiences

Using Pupil Reports

Evaluating Pupils' Progress

Visual Aids to Instruction

GENERAL SUGGESTIONS FOR EFFECTIVE USE OF INSTRUCTIONAL TECHNIQUES

CONSTRUCTING UNIT PLANS: Formulate instructional unit plans based upon the units suggested in the guide.

A. Project long-range plans for the year.

1. Plan the sequence of units in each grade to meet the individual problems in the schools: the need for rotating rooms between teachers, the suitable time of the year for the unit, the interests of the pupils, etc.

2. Work out a tentative time schedule for the units in light of the essential projects and problems to be covered.

3. Set up tentative objectives, problems, and activities for each unit, keeping the plans flexible enough to be changed as the needs, interests, and abilities of the pupils become more apparent.

B. Plan the individual unit in advance, following the general unit forms used in the guide.

1. Study the introduction, objectives, and scope of the unit in order to obtain a point of view and sense of direction for the planning which will follow.

2. Think through an overall plan for teaching the unit and set up a tentative time allotment for the various unit divisions.

3. Investigate and assemble the resources to be used in the unit.

   a. Examine the suggestions provided in the curriculum guide.

   b. Familiarize yourself with all the resources available in the school for teaching the unit: the textbooks, classroom references, library books, equipment, filmstrips, pictures, and other aids.

   c. Obtain useful resource materials by writing for free materials, scheduling films and other visual aids, collecting pictures and materials related to the unit; finding out about people in the community who will serve as resource people for the study, and investigating possible field trips.

4. Consult the course guide for suggested activities; adapt and add to these suggestions to meet the needs of the particular class.

5. Talk with other teachers in the school who are working on the same unit to share ideas, materials, and procedures.

C. Follow a flexible but definite plan in presenting the unit.

1. Begin the unit in a stimulating fashion, using a realistic, attention-getting approach.

   a. Include an overview of the unit.

   b. Point out to the pupils the relationship of the unit to the work that has gone on before and to the theme for the year.

   c. Plan with the pupils the major problems to be considered, based on the concepts for the unit.

2. Plan with the pupils the activities to be used in solving the problems selected.

3. Plan with the pupils a culminating activity which is a natural outgrowth of the learning activities that have preceded it.

4. Evaluate the work done.

   a. Plan the evaluation as a continuing process, not limited to a procedure at the conclusion of the unit.

   b. Involve pupils constantly in the evaluation of their progress.

MAKING LESSON PLANS: Develop both long-term and daily lesson plans.

A. Set up long-term plans in which a block of related lessons is planned in advance.

1. Plan to use as many different types of activities as possible.

2. Design the series of lessons to advance specific purposes of the unit.

B. Prepare a daily plan for each lesson.

1. Have a clear purpose for each lesson.

2. Follow a systematic plan in outlining the lesson: objective for the day, content or subject matter, time allotment, methods of presentation, activities, materials needed, summary and evaluation by both pupils and teachers. (See sample form in this guide.)

3. Plan for a number of different activities for each class period: teacher and/or pupil demonstration, laboratory work, project work, reading, discussion, questions from the class, etc.

4. Plan the lesson for each class in light of its ability.

5. At the end of each day, make a written comment concerning the effectiveness of the plan.

CONDUCTING STUDY-READING LESSONS: Plan to follow systematic steps whenever conducting directed reading lessons.

Note: Before the teacher can plan effective study reading, she needs to know the independent and instructional reading levels of the pupils in the class. (At the independent level the pupil can read with no aid. At the instructional level he needs instruction and help; he comprehends about three-fourths of the material.) The class's English teacher can provide helpful information about the pupils' reading ability and can also assist in judging the readability of the text and reference materials being used in the home economics class.

In most classes there are fairly wide variations in the pupils' reading levels and speed. After the teacher has had an opportunity to observe the pupils' degree of success in completing and comprehending the reading assignments, she can devise variations in assignments to provide for the unusually able and for the slower readers.

The suggested steps for directed reading lessons are flexible enough to apply with equal validity to advanced and to slower readers.

A. Develop readiness.

1. Develop concepts toward which the reading is directed.

2. Anticipate any problems the pupils might have with the vocabulary and give them the assistance necessary for comprehension.

3. Establish with the class the purposes for the reading.

B. Guide silent reading to answer a motivating question.

Circulate through the class to give assistance where individual pupils require it.

C. Discuss the material read.

1. Conduct a general discussion centered on the motivating questions, to determine the pupils' general understanding.

2. Conduct a detailed discussion to develop deeper comprehension and recognition of important vocabulary.

a. Use fact, inference, organizational, and summary questions to develop understanding and to clarify difficulties of the group.

b. Use word-form clues, meaning clues, and the dictionary to develop the vocabulary pertinent to the subject under study. (This includes not just specific terms but also general vocabulary which is useful in a discussion of the subject.)

D. Develop new purposes which provide opportunities to re-read.

1. Have the class read silently to improve comprehension, particularly of salient details.

2. Select portions to be read aloud to appraise the pupils' word recognition skills and to provide reenforcement of ideas under discussion.

E. Plan follow-up activities.

1. Help interested pupils plan further exploration of the topic.

2. Guide the pupils in activities in which they will make use of the information and ideas gained from their reading.

CONDUCTING DISCUSSION LESSONS: Plan class discussions that will involve all pupils in thinking through a problem and will promote a free exchange of ideas.

A. Make preparations for discussion.

1. Make the physical setting natural and comfortable, with furniture arranged so that the pupils face each other and any display area which will be used.

2. In the first discussions of the year, establish standards for classroom discussion.

3. Establish with the class the problem or topic to be discussed; decide on specific purposes.

4. Designate a leader (if other than the teacher) and help her organize a discussion plan.

5. Clarify any guide questions to be used.

6. Arrange for the use of audio-visual aids that will advance the discussion.

B. Guide the discussion through a pre-planned but flexible progression.

1. Initiate the discussion by asking questions or using a quotation which emphasizes the major concept rather than details.

2. Guide the discussion in a sequence dictated by the major elements of the problem, the guide questions, or some other type of definite organization.

3. Place emphasis on the relationships of details to the large ideas, adapting the questions so as to channel discussion in the desired sequence.

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4. Maintain enough flexibility to permit pupils to raise challenging questions or seek additional clarifications, but continue to direct the discussion toward the desired outcome.

5. Clarify conflicting points of view and correct any factual errors.

6. Terminate the discussion when the pupils' information has been exhausted and/or when the purpose has been achieved.

7. Help the class summarize the main ideas and form generalizations; use recorders' reports, group leaders' analyses, and/or cooperative group activity whenever they can be helpful.

C. Conduct an evaluation, using such questions as these to assess the discussion:

1. Have we solved the problem and achieved the purpose?

2. Have we opened up new avenues of study?

3. Have we met the standards for satisfactory group discussions?

4. In what ways may we profit from this experience as a means for improving future discussions?

PRESENTING DEMONSTRATIONS (by either pupil or teacher): Design demonstrations to be meaningful learning experiences.

A. Plan carefully beforehand every possible aspect of the demonstration.

1. Collect pertinent background data.

2. Formulate the purposes of the demonstration and select specific points to be covered in light of these purposes.

3. Organize the plan of presentation with a clearcut beginning, middle, and summary.

4. List and assemble the necessary equipment and materials.

5. Develop as much variety in teaching aids as practicable -- samples, scale models, charts, posters, illustrations, etc.

6. Prepare unobtrusive notes on file cards, if necessary.

7. Become thoroughly familiar with the information and equipment to be used.

8. Prepare the observers in advance of the demonstration by motivating their interest and helping them identify the need which the demonstration is to fill.

B. Use effective teaching methods in the actual demonstration.

1. Clarify the purpose(s) of the demonstration and the particular points which the observers will need to look for.

2. Identify (or have pupils identify) the equipment and techniques being used.

3. Involve the observers as much as possible.

   a. Work so that the audience can always see.

   b. Encourage questions and responses from the observers whenever these would not distract attention from the essential flow of the demonstration.

   c. Have pupils assist with the demonstration wherever practicable.

4. Speak clearly and concisely in simple statements.

5. Set an example that the pupils would wish to emulate.

   a. Have a neat appearance.

   b. Speak with poise and with confidence gained from experience and thorough preparation.

   c. Speak audibly but in a natural, relaxed voice.

6. Keep the demonstration moving; avoid awkward pauses.

7. Have a finished product to show.

C. Provide meaningful follow-up activity.

1. Provide an opportunity for the observers to examine or taste the finished product so that an evaluation of it may be made.

2. If standards of evaluation have not been established previously, help the pupils draw up such a list.

3. Summarize with the observers the essential learnings or conclusions that they were to have derived from the demonstration.

4. Help the pupils plan a suitable activity in which they can practice the techniques they have observed or further develop the learnings they have just acquired.

D. Demonstrate all new techniques before the pupils attempt to practice them.

CONDUCTING LABORATORY EXPERIENCES: Plan systematically with the pupils for each laboratory experience, so that it becomes a genuine learning experience in group efficiency and individual responsibility.

A. Guide the unit kitchen groups in devising a purposeful plan of work and writing a Meal Preparation Plan (see page 26).

1. Help the class to set appropriate goals for their laboratory activity.

2. If the class or the unit kitchen groups are to be permitted a choice of foods to prepare, guide the pupils in making their selections and writing their menu. (Groups may be permitted some choice in selecting meal patterns after they have developed sufficient individual and group competency.)

3. Help each group to clearly identify the major task(s) to be performed and the specific jobs that must be assigned within the group.

4. Give guidance in following a standard procedure for assigning duties.

5. Establish (or review) with the class a set of criteria by which they will judge their finished product.

6. Review the step-by-step procedures for new techniques to be followed, and direct the pupils' attention to any special points to be observed.

B. During the actual foods preparation, guide and advise groups and individuals to help them follow their plan of work effectively.

1. Give individualized guidance and instruction wherever a need appears.

2. Observe each group to note areas of strength and weakness in their cooperative activity.

3. Give special attention to tasks or techniques with which difficulties might arise.

4. Encourage pupils to take note of areas in which they need to acquire increased skills or learnings.

C. Give the groups any needed guidance as they serve the food they have prepared and perform their clean-up duties.

1. Develop with the pupils high standards for providing attractive, appropriate table settings and for serving the food correctly.

2. Through example and through careful planning, help each group to achieve an unhurried, pleasant atmosphere at the table, so that they can develop their hostess skills and their command of the rules of table etiquette.

3. Help the unit groups work constantly toward greater efficiency and thoroughness in their cleaning-up tasks.

D. Conduct a cooperative evaluation as an essential part of each laboratory experience.

1. Have each unit group judge their finished product by means of the previously established criteria.

2. Help the pupils identify the specific strengths of their activity -- the menu, plan of work, cooperation, etc.

3. Help the pupils identify areas where improvement is needed, and encourage them to set new goals.

4. Give encouragement to creativity and initiative, and seek ways each pupil can be helped to assume more responsibility in laboratory activities.

USING PUPIL REPORTS: Include oral reports in planning lessons.

A. Use individual pupils' reports as a means of bringing additional information to the class.

1. Plan wherever possible to use reports that are not entirely verbal but are presented in connection with a demonstration and/or with the use of illustrative materials.

2. Develop with the class a list of appropriate report topics for the unit.

3. Early in the year develop standards with the pupils for preparing and delivering reports. (Include such standards as those in the following suggestions.)

4. Give the pupil guidance in using reference materials for a report.

a. Encourage her to use several references.

b. Recommend references suitable to the pupil's interests and ability as well as to the topic.

c. Assist the pupil by furnishing files of articles, pictures, pamphlets, research studies, models, and samples.

d. Where necessary, show the pupil how she can prepare the information in her own words rather than copy the words of the reference verbatim.

5. Plan a realistic time schedule for reports, and give each speaker a reasonably close estimate of the amount of time her report may take.

6. Give the pupil guidance in organizing the report

   a. Clarify the purpose of the report and the major points to be stressed.

   b. Give the pupil the assistance she may need in planning an interesting beginning and strong conclusion.

   c. Check to see that the pupil has prepared an adequate outline on note cards from which to speak.

7. If a demonstration is to be given in connection with the report, arrange for the pupil(s) to practice in advance.

8. Provide an opportunity for the speaker to place on the chalkboard the outline of her talk and any new vocabulary she will use.

9. Early in the year (and when necessary thereafter) give the pupils pointers on posture, enunciation, and voice control in speaking to the class.

10. Following the report provide an opportunity for the speaker to lead a class discussion of the subject.

11. Guide the class in an evaluation of the report.

   a. Include evaluation of each aspect of the presentation: selection of content, organization, illustrative material and/or demonstration, manner of delivery, summary, and class response.

   b. Always point out the strengths of the report before pointing out weaknesses.

   c. Offer specific and constructive suggestions for future improvement.

   d. Help the pupils to devise ways to record suggestions for future reference.

B. Use committee and group reports as a cooperative learning activity as well as a means of bringing information to the class.

   1. Observe reasonable cautions before planning committee activity in the classroom.

      a. Do not attempt group work until class control is established; use individual reports in the meantime.

      b. Do not expect the pupils to perform a demonstration until they have acquired the information and skill required.

      c. Do not expect that this type of activity can be used with equal success by all classes or all pupils.

      d. Do not expect groups to work in perfect quiet, but do avoid unnecessary noise and disorder.

2. Give the group all the types of assistance suggested for individual reports (see section A).

3. Help the committee establish an orderly set of procedures, such as the following:

   a. Select a chairman, a secretary, and a librarian.

   b. Define the topic and the purposes of the group activity.

   c. Decide where to find information.

      (1) Make a general survey first.
      (2) Make a bibliography of the material that you expect to use.

   d. Decide how to solve the problem.

   e. Distribute the work evenly among the members of the group.

   f. Gather the necessary information.

   g. Organize the material.

   h. Decide on the method that is to be used to present the material -- skits, posters, oral report, notebook, cartoons or illustrations, charts and graphs.

   i. Present the findings to the class.

4. Have the group develop and follow several basic committee rules.

   a. Follow habits of classroom courtesy.

      (1) Arrange the classroom furniture to accommodate the committee, but return it to the original position.
      (2) Observe the standard practices in using references, materials, and supplies.
      (3) Keep voices low.
      (4) Avoid excessive talking; however, contribute pertinent ideas to the discussion.
      (5) Use class time wisely.

   b. Check to see that you as an individual are helping to make your committee a success.

      (1) Are you working closely with the chairman?
      (2) Are you offering to do your share?
      (3) Have you investigated classroom and library references related to the topic?
      (4) Are you applying specialized skills in the committee project?
      (5) Did you check all definitions of new words?
      (6) Are you helping other committee members by bringing them pictures and clippings related to their topics?
      (7) Will all members of the committee be prepared to present their report on the specified day?

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5. Have the group conduct an evaluation in which the class answers certain questions about the committee's work, such as:

   a. Did enthusiasm permeate the entire group?

   b. Did the committee do a complete job of presenting facts?

   c. Was there a good summary of the main points?

C. Maintain a file of materials, prepared by pupil committees and gathered from other sources, to be used as resources for reports.

1. Collect pamphlets and clippings from authoritative sources: commercial firms, periodicals, government agencies, home economics organizations.

2. Maintain bibliography lists obtained from the school library and accessible public libraries, from personal research, and from pupils' reports. (It is a good idea to require all individuals and committees who prepare reports to file their list of references, identified by topic.)

3. Develop a filing system for organizing the materials thus accumulated, with folders labeled by specific unit or topic.

4. Familiarize certain reliable pupils in each class with the filing system so that they can assume the responsibility of supervising other pupils as they find and return materials.

EVALUATING PUPILS' PROGRESS: In every unit include evaluative activities which will help both teacher and pupils set up goals, determine progress toward those goals, and establish new goals for new learning.

A. Observe the characteristics of effective evaluation in planning evaluative activities.

1. Set up each activity in terms of teacher-pupil goals.

2. Incorporate evaluative activities in each unit as a part of the total learning process.

3. Plan evaluation as a continuous process.

4. Vary each activity in accordance with the goal.

5. Involve pupils actively in the evaluative process.

6. Construct tests that are valid, reliable, and objective.

B. Utilize as fully as possible these functions of evaluation:

1. Shows how much a pupil knows and is able to do prior to instruction.
2. Provides a basis for improving instruction.
3. Measures various aspects of learning.
4. Motivates learning.
5. Assists pupils in determining the nature of their difficulties.
6. Assists pupils in recognizing progress toward their goal.
7. Provides a basis for pupils' guidance.
8. Indicates to teachers the effectiveness of their teaching.
9. Furnishes parents with information regarding the achievement of their children.

C. Select from the many available techniques the type of evaluation most suitable for a particular need.

1. Anecdotal records are brief, factual word pictures of observed behavior in specific situations, devoid of any expression of opinion.
2. Sociograms are devices for showing the pattern of interaction among the members of a group.
3. Diaries and logs are personal records of behavior in regard to particular problems over a period of time.
4. Home experience records are used as a basis for planning class and home activities.
5. Charts and scales are highly objective devices that may be used for a variety of purposes; they are especially helpful for recording information to be used in self-improvement. Types include:
   a. Score cards
   b. Rating scales
   c. Check lists
   d. Diagnostic charts
   e. Progress charts
6. Oral discussions are a means of evaluation as well as a technique for teaching.
7. Interviews and conferences may be used with pupils, parents, and members of the community as a means of getting information concerning attitudes, home activities, and home environment.

8. Essay or problem type tests are appropriate to use when the subject is controversial and the teacher wishes to find out not only what students believe but also if they can provide evidence to prove their beliefs.

9. Performance tests determine the ability of pupils to do definite jobs; their special value in home economics derives from their usefulness in checking on goals for which written tests are of little value.

10. Objective tests, which are rapidly scored with an inflexible key, overcome many of the limitations of essay type tests. Types include:

    a. True-false

    b. Matching

    c. Multiple choice

    d. Completion

    e. Recall

D. In constructing objective tests take note of these criteria:

1. Limit items to those of general usefulness.

2. Include a fair sampling of items which the pupils are expected to know and understand.

3. Progress from the easy to the more difficult.

4. If providing more items in the test than most pupils can finish in the time allowed, place questions of most significance in the earlier part of the test.

5. Limit to about three types of techniques.

6. Arrange together all items of one form.

7. State questions in words pupils will understand.

8. State directions clearly.

USING VISUAL AIDS TO INSTRUCTION: Use visual materials in the classroom as an integral part of instruction.

A. Plan use of the chalkboard so that it becomes an effective medium of daily instruction.

1. Set aside certain boards for routine use.

    a. Place the assignment for a given class in exactly the same place each day.

b. Encourage the pupils to form the habit of following the assignment and/or lesson directions upon entering the classroom or laboratory.

2. Have the chalkboard reflect high standards of accuracy.

   See that all work placed on the chalkboard conforms to the best standards for handwriting, lettering, outline form, punctuation, capitalization, spelling, titling, and other details of manuscript form.

3. Give the pupils an opportunity to use the chalkboards frequently.

   a. Whenever appropriate, ask a pupil to list on the chalkboard the main points brought out in a class discussion.

   b. Ask a pupil who is giving a report to first write her name, the name of her report, a list of new terms, a brief outline, a diagram, or other information on the board.

4. Use colored chalk where appropriate -- but use caution.

   a. Use colored chalk for special emphasis; for example, to clarify diagrams, to set apart the sections of an information chart.

   b. Exercise special care both in applying the chalk and in cleaning the board.

B. Arrange exhibits and bulletin boards to motivate and reinforce learning.

1. Encourage pupils to share the responsibility for planning and maintaining displays.

   As much as possible, make the planning and preparation of a display an integral part of the classroom learning.

2. Plan displays around the purposes of the unit.

   a. Use large, bold letters to display the name of the current unit, so that the central notion of the teaching is always in front of the class.

   b. As the unit develops, post subtitles as a means of organizing pictures, graphs, and other work which are on display.

3. Display good pupil work.

   a. Include assignments, posters, models, projects, and illustrations that demonstrate standards for other pupils to work toward.

   b. Check all work carefully before displaying it.

   c. Be sure that each pupil whose work is displayed identifies it with her name so that she is recognized for her accomplishment.

4. Make displays meaningful.

   a. Unify the material by using a single, readily communicated theme.

   b. Identify each item with appropriate labeling and/or interesting explanations.

   c. Change the materials often enough that they are timely.

C. Design bulletin board and poster displays according to principles of effective display.

1. Attract attention by such devices as judicious use of color, contrast of values, or a novel idea.

2. Unify the material by using a single artistic theme.

3. Use material that has enough carrying power to communicate the general message to all parts of the room.

4. Make titles legible; avoid purely ornamental and tricky lettering.

5. Use a single color and a uniform size for titles which are related by place or emphasis.

6. Keep the lettering of the main title and the decoration consistent with the theme.

7. Employ a definite contrast of values; e.g., place dark against light, light against dark.

8. Ordinarily employ a background that is less brilliant than the subject.

9. Use suitable poster paper, avoiding "fussy" decoration such as crepe paper, frills, or cliché pattern cutouts.

10. Select a large notice or picture for a center of interest.

11. Mount pictures neatly on appropriate backing that will enhance the pictures and the unity of the display.

HUMAN DEVELOPMENT AND THE FAMILY

Introduction

Understanding the Significance of the Family

Understanding Family Life Cycles

Understanding and Developing Self

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HUMAN DEVELOPMENT AND THE FAMILY

INTRODUCTION

The study of family living is initiated in home economics in the junior high school and is subsequently broadened and developed in greater depth at the senior high school level. In Living in the Home, family living is studied as a major content unit: Human Development and the Family. Also a semester course Human Development and the Family is offered as an elective for both boys and girls in grades 11 and 12.

This unit is developed around the concept that human values and goals do not happen automatically and that many alternatives are available in all areas of living. The content draws upon research to provide sufficient depth in learning in the study of the family, human relationships, child development, and nutrition. The family life cycle serves as the organizational focus for presenting the content related to roles, satisfactions, problems, adjustments, and relationships of family members.

An environment that is conducive to teaching home economics is important for an effective program. The facilities that promote a desirable atmosphere for teaching family living include an attractive, homelike atmosphere to stimulate creative thinking and to improve group interaction; moveable furniture to accommodate various arrangements for discussions, presentations, individual and group work; kitchen and other laboratory equipment and facilities used frequently to encourage realistic and problem-solving situations. Perhaps the most important dimension in teaching family living is providing a classroom atmosphere where values and opinions are dealt with objectively and impartially.

INSTRUCTIONAL AREA: Living in the Home

UNIT: Human Development and the Family

GENERALIZATION: The maturity needed for a well-adjusted life improves with an understanding of the functions of the family, an understanding of the family life cycle, an understanding of human behavior, an understanding of social relationships, an understanding of the rewards and demands of marriage, an understanding of the process of reproduction, and an understanding of the care of young children.

CONCEPTS:

The family is the recognized unit in society which assumes the functions of child bearing, child rearing, economic support, and the transmission of culture from one generation to another.

The stages of the family life cycle present family members with changing roles, problems, satisfactions and adjustments.

Human behavior is influenced by an accumulation of attitudes, values and interpretations growing out of experiences within a given environmental context.

Social relationships are preparations for future family relationships.

Marriage is a relationship which is influenced by the acceptance of one's culture, one's mate, and oneself.

The processes of pregnancy and childbirth lead to the responsibilities of parenthood.

The growth and development of a child is related to his biological heritage, his care, and the opportunities and encouragement for learning that are provided in his environment.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

I. Understanding the significance of the family

> Concept: The family is the recognized unit in society which assumes the functions of child bearing, child rearing, economic support, and the transmission of culture from one generation to another.

A. The family

1. Definition

2. Structure

a. Family makeup

(1) Nuclear or conjugal
(2) Joint or extended

b. Factors which influence family structure

(1) Cultural
(2) Economic
(3) Social circumstances

(a) Marriage
(b) Birth
(c) Separation
(d) Divorce
(e) Death

(4) Personal attitudes, desires, and goals

3. Functions

a. Biological

Define with the class the terms nuclear and joint families. Have the class cite examples of family memberships of these types of families.

Have pupils read assigned references concerning these topics: structure of the family; functions of the family.

Discuss with the pupils some of the factors which influence family structure. Point out some of the circumstances that change the family. Have the pupils give examples of events or situations that can dramatically change the family structure.

Discuss with the class the functions of the family and compile a list on the chalkboard. Have the pupils keep the list for future study and reference.

Plan a symposium of at least three generations-- a student, a parent, and a grandparent-- on child rearing practices as they recall them. Try to match the participants as closely as possible with regard to educational and social background.

Landis, Your Marriage and Family Living, pp. 390-397

Landis and Landis, Personal Adjustment, Marriage and Family Living, pp.5-11

Landis, Your Marriage and Family Living, pp. 395-405

Duvall, Family Development, Ch. 5 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
(1) Bearing children (2) Rearing children	Discuss with the class trends in family orientation and child-rearing practices from past to present, for example: from strict to permissive, from traditional to developmental. Have them discuss the present trend of provision of earlier learning experiences away from home, more health and protective services, etc.	
b. Affectional (1) Providing love (2) Providing emotional security (3) Providing for personal development (a) Relating to people (b) Learning adult roles (c) Developing feelings of personal worth	Cite examples to show how the increased services of various outside agencies have affected the functions of the family. Consider with the class how the need to provide for affectional needs of the family has increased.	
c. Economic (1) Providing food, clothing and housing (2) Providing services	Discuss with the pupils how urbanization and suburbanization have changed family life. Consider changes in the local community as a result of this migration to the suburbs (new schools needed; more shopping centers, more automobiles, etc.).	Lewis, Burns, and Segner Housing and Home Management, pp. 18-25, 392-401
d. Educational (1) Providing learning experiences (2) Providing necessary materials and services	Have the pupils research topics concerning social change and its influence on family life and report to the class on their findings. Include such topics as: population explosion, urbanization, suburbanization, developments in communication and transportation, emphasis on youth, importance of vocational preparation, increasing life span, explosion of knowledge and exploration of space.	
e. Protective (1) Providing for health (2) Providing physical security		

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
f. Religion (1) Providing setting for developing moral values (2) Teaching tenets or attitudes of a faith	To motivate the class to consider how present-day family conditions represent a change from the past, suggest current films, TV plays and novels with which many pupils may be familiar. Have them give examples from these of the family life of past eras. With the pupils, compile a list of these changes to use as a basis for further study and discussion; include such changes as: -shift of family from production to consumption -increased importance of affectional function -increased mobility of families -increased number of employed mothers -increase in early marriage and parenthood -increased rate of divorce -complex roles of family members -increased dependency of family on community agencies -higher rates of juvenile delinquency -increase in mental illness.	Anderson, Your Marriage and Family Living, pp. 29-48 Landis, Your Marriage and Family Living, pp. 165-170
B. Forces which influence family life 1. Changes in society a. Urbanization and suburbanization b. Explosion of population c. Technological advances d. Developments in transportation e. Developments in communication f. Increase in life span g. Emphasis on youth h. Increasing importance of job preparation i. Explosion of knowledge j. Exploration of space	Have pupils collect evidence of the effect on a family's life when a mother is employed outside the home. Use current statistical data provided in U. S. government bulletins or other periodicals to show the increase in the employment of women outside the home.	
2. Contemporary family conditions	Have pupils prepare individual or group reports on topics related to changing family conditions such as family mobility, early marriage, etc.; and have them include statistical evidence of trends where available.	Landis, Your Marriage and Family Living, pp. 390-406

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
C. Influence of cultures on family life 1. Similarities and differences in family cultural patterns a. Marriage and family patterns (1) Number of mates (a) Monogamy (b) Polygamy (2) Place of residence (a) Separate (b) Patrilocal (c) Matrilocal (3) Eligibility of choice (a) Endogamy (b) Exogamy (4) Process of choice (a) Arranged (b) Love (5) Care of dependents (a) Children (b) Aged b. Religion	Define and discuss with the class the terms necessary for increased understanding of marriage and family patterns, such as: monogamy, polygamy, polygyny, polyandry, patrilocal, matrilocal, endogamy, exogamy. Have pupils keep notes for future use. Consider the similarities and differences of the American family culture as compared to families in several other cultures. Include such cultures as Jewish, African, Oriental, Asian, Spanish, etc. Chart the similarities and differences of the various cultures studied, using the Scope of Content outline as a guide Invite exchange students and/or teachers to speak to the class concerning marriage and family patterns in their native country.	Landis, Your Marriage and Family Living, pp. 390-402

OUTLINE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

c. Government and economic system

(1) Democracy
(2) Capitalism
(3) Socialism
(4) Communism

d. Family customs

(1) Dress
(2) Food
(3) Care and guidance of children
(4) Traditions

e. Language patterns

2. Values of broadening inter-cultural understanding

a. Opportunity to learn about others' ideas, beliefs, and customs

b. Improvement in communication among peoples

c. Promote appreciation of other cultures

d. Provide basis for increased cooperation

e. Enrichment of personal and family life

Discuss with the pupils the values of broadening inter-cultural understanding, focusing attention on the following questions:

-How can the knowledge of family life in other cultures help us understand and evaluate our own attitudes and beliefs concerning the family?
-What aspects of our family organization are universal and what are unique?
-What can knowledge of other family cultures tell us about the relationships between the family structure and the other aspects of the culture?
-How can this knowledge help us to evaluate the changes taking place in the American family?

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

II. Understanding family life cycles

> Concept: The stages of the family life cycle present family members with changing roles, problems, satisfactions and adjustments.

A. Developmental tasks of beginning families

1. Establishing a home
2. Establishing a system for earning and spending money
3. Establishing homework and authority patterns
4. Establishing communication
5. Establishing social relationships
6. Planning for children
7. Establishing philosophy of life as a couple

Identify with the class the stages in the family life cycle and list on the chalkboard the responsibilities associated with each successive phase that normally occurs within the family as it moves through its life cycle. Have pupils keep notes for further study and reference.

Develop with pupils a list of situations which could be problem areas for beginning families. Have pupils role-play these situations, considering the attitudes and feelings of both husband and wife. Use situations such as these:

- -working wife vs. full-time homemaker
- -money-managing husband vs. money-managing wife
- -maintaining separate home vs. living with relatives
- -regarding entertaining as important vs. regarding entertaining as a waste of money
- -accepting a job away from family and friends vs. staying close to parents and home.

(Care should be exercised in the selection of the topic, the structuring, and the evaluation of the role-playing situation. Positive aspects of the situation under study should be clarified as a part of the evaluative process of the role-playing activity.)

Duvall, Family Development, pp. 5-8, Ch. 6

Landis, Your Marriage and Family Living, pp. 406-415

Landis and Landis, Personal Adjustment, Marriage and Family Living, pp. 353-369

Thal, Your Family and Its Money, pp. 12-16

Nickell and Dorsey, Management in Family Living, pp. 18-25 (Teacher's Reference)

Duvall, Family Development, Chs. 7,8,9,10,11

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
B. Developmental tasks of expanding families (childbearing and child-rearing years) 1. Caring for children 2. Earning and spending income 3. Dividing work 4. Expanding communication 5. Reorienting relationships with relatives 6. Adapting social relationships and community activities 7. Planning for pregnancy, childbirth and parenthood 8. Adapting housing arrangements	Discuss with the class the expectant phase of the young married couple through the period of the first pregnancy. Include topics related to the care of the expectant mother and baby, additional expenses of family at this period, division of work, communication and relationships with relatives and friends. Identify role changes as husband-wife roles expand to multiple roles of mother and father. Role-play a series of situations illustrating immature and relatively mature ways of meeting one or more challenges of the early marriage and childbearing. Have pupils list rituals common to many families that give little children a sense of reliability and the secure expectations of family procedures and traditions. Use occasions such as: awakening in morning, mealtimes, naps, daily outings, father's homecoming, baths, bedtime, and special holidays. Discuss with pupils how family rituals may enrich the lives of both parents and children during childbearing and child-rearing years. Identify some of the "games people play" that represent communication in less constructive ways; for example: unwise expenditure of money in retaliation for lack of approval for a major purchase, or making one member of a family a scapegoat. Discuss with the pupils some of the controlled ways of responding to family members that can become a positive force for improving family relationships, using examples such as: courtesy to family members, withholding unpleasant verbal attacks, using calm and quiet voices in discussing controversial subjects, avoiding discussion of family problems during meals and before guests, and willingness to share personal feelings.	<u>Forum</u>, J. C. Penney & Co., Spring, 1969, "The Art of Communication," pp. 4-5

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Discuss ways of keeping communication lines open among family members. Compare verbal and non-verbal means of communication which are used by family members. Include such examples of non-verbal communications as facial expressions and reactions (pouting and sullenness), body movements, noises produced by actions such as door slamming, and the lack of response.

Discuss with the pupils some ways in which more effective communication among family members may be promoted; for example: sharing experiences, ideas and attitudes; making acceptable decisions; conveying factual information, expressing pleasure or displeasure; and giving or receiving guidance or instruction.

With the help of the class, list on the chalkboard some of the results of more effective communication among family members, including such results as: improved family relationships, good mental health of members, greater appreciation of various family members, etc.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
C. Contracting families 1. Developmental tasks of launching families a. Reallocating responsibilities b. Adjusting to changes c. Maintaining systems of communication d. Widening family circle e. Achieving social and civic responsibility f. Accepting and adjusting to physiological changes of middle age g. Making an art of friendship h. Making use of leisure time i. Maintaining memberships in organizations	Define with pupils the meaning of the terms: contracting family and launching families. Identify some of the characteristics of this stage of the life cycle, including family memberships, income potential, social activities, interpersonal relationships and civic involvement. Discuss with pupils the launching stage and the factors that affect this period of family development from the point of view of the teen-ager; for example: -making decisions that will shape the future, including vacations and careers -entering military service -releasing family's children and acquiring new family members -expanding interpersonal relationships to mother-in-law, father-in-law, etc. Discuss with the class the major family goals at this stage of family life, which is the reorganization of the family into a continuing unit, while releasing matured and maturing young people to develop lives of their own. Discuss how acceptance, flexibility, and independence are keys to good adjustment during this phase of the life cycle. Discuss and define with the class the following: -climacteric (a period or a point in human life in which change takes place) -menopause (the final end of the monthly menstruation). Define with the class the meaning of middle age as a stage of human development. Discuss with pupils some important facts related to the middle stage	Duvall, Family Development, Ch. 12 Westlake, Relationships: A Study in Human Behavior, Ch. 15

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	of life such as the fact that one-fourth of the population is between ages 40-65. Have pupils consider the following statements about middle age: -Prime years of life are during middle age. -Careers are at a peak of success during middle age. -Economic and social prestige is established at middle age.	
2. Developmental tasks of aging families a. Finding a home for later years b. Adjusting to retirement income c. Nurturing each other as husband and wife d. Adjusting to possible loss of mate e. Maintaining contact with children and grandchildren f. Caring for elderly relatives g. Keeping an interest in people outside the family circle h. Finding meanings in life	Identify with the pupils some of the characteristics associated with old age; such as, increasing physical infirmities, retirement or unemployment, reduction of activity, change of status in family and community, etc. Discuss some of the factors which may cause variation in rate of aging, including physical health, mental attitude, adequate nutrition, well-developed hobbies and interests. Cite examples of interests and hobbies that have been developed extensively by older people. Have the pupils list ways in which the lives of teen-agers can be enriched through meaningful relationships with older people. As a summary of the material on the family life cycle, have the class refer to the chart on the following page which shows the length of time in each stage of the family life cycle.	Duvall, Family Development, Ch. 14 Westlake, Relationships: A Study in Human Behavic Ch. 15

The Family Life Cycle

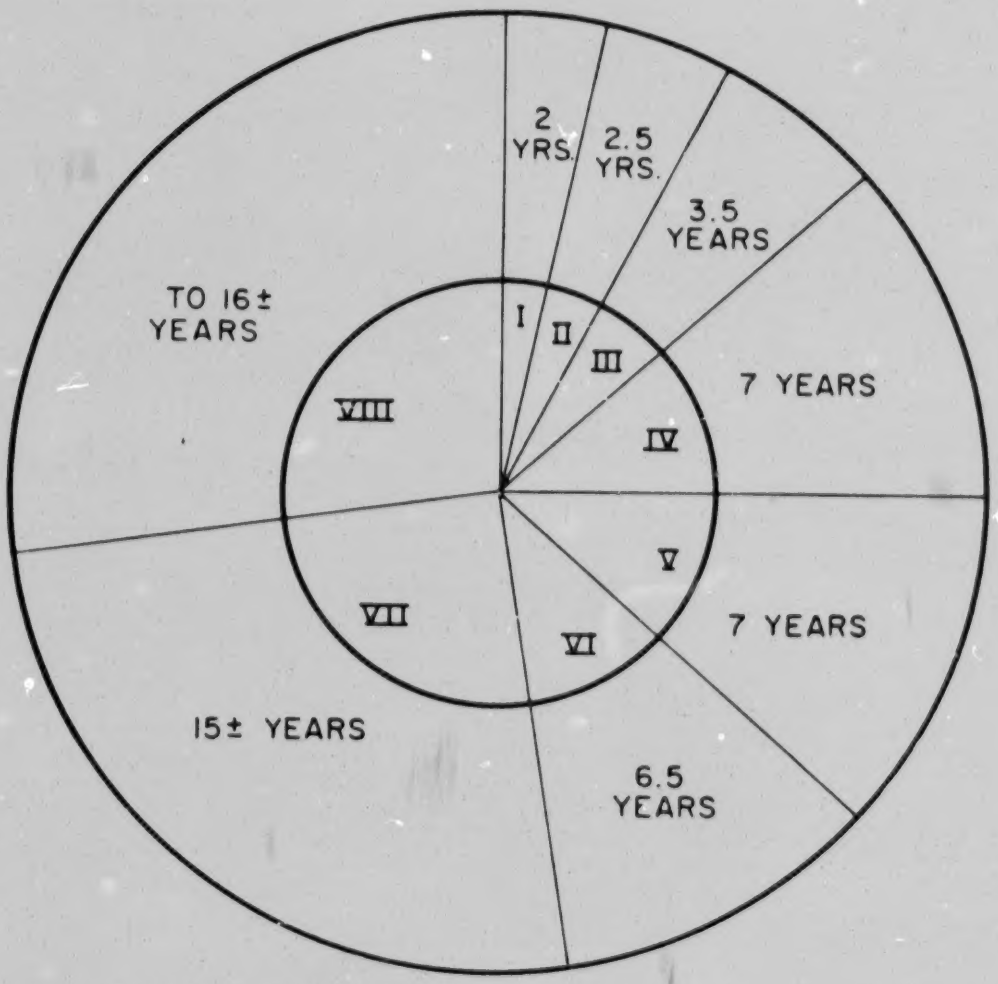


CHART 1. The Family Life Cycle by Length of Time in Each of Eight Stages [1]

- **I BEGINNING FAMILIES (Married couple without children).**
- **II CHILDBEARING FAMILIES (Oldest child birth—30 months).**
- **III FAMILIES WITH PRESCHOOL CHILDREN (Oldest child 30 months—6 years).**
- **IV FAMILIES WITH SCHOOL CHILDREN (Oldest child 6–13 years).**
- **V FAMILIES WITH TEENAGERS (Oldest child 13–20 years).**
- **VI FAMILIES AS LAUNCHING CENTERS (First child gone to last child leaving home).**
- **VII FAMILIES IN THE MIDDLE YEARS (Empty nest to retirement).**
- **VIII AGING FAMILIES (Retirement to death of both spouses).**

[1] Data from U. S. Bureau of the Census.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

III. Understanding and developing self

Concept: Human behavior is influenced by an accumulation of attitudes, values and interpretations growing out of experiences within a given environmental context.

A. Developing a system of values

1. Family influence
2. Peer group influence
3. Religious influence
4. School influence
5. Community influence

To introduce this part of the unit, define with the class the meaning of values; for example: values are ideas or opinions of a desirable nature that give direction to behavior and meaning to life.

Thal and Halcombe, Your Family and Its Money, pp. 17-19

With the class, formulate a list of personal values of young adults. Have the pupils consider the following situations to determine where individuals place values:

- -A young man changes to a job which pays less salary but gives him more time with his family. (He considers time with his family more valuable than money.)
- -A woman keeps a spotless house. Another spends less time in housekeeping to enable her to spend more time with her family. (The latter considers a good relationship with her family more valuable than a spotless house.)

Lewis, Burns, Segner, Housing and Home Management, pp. 73-76

Call, Toward Adulthood, pp. 9-10

Discuss with pupils the factors that have influenced the development of personal values. Discuss with the class those values that were influenced by religion, school, community, family and friends.

Discuss the following questions:

- -Why do people have different values?
- -Is it possible that a person's values may conflict

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

with his parents' values? Give examples.
-What differences in values can you notice among different teen groups?

Discuss the differences among individual, group, and national values; for example:

Kinds of Values

Individual	Group	National
Moral	Fun	Freedom
Success	Power	Equality
Prestige	Recreation	
Security	Religious	
Health		
Love		
Knowledge		
Comfort		
Religion		
Ambition		

6. Influence of social changes

Ask the pupils to point out some social changes taking place in recent years that seem to be affecting values.

a. Increase in formal education

b. Roles of men and women

c. Family mobility

d. Youth culture

e. Early marriage and parenthood

f. Prevalence of divorce rate

Discuss the following questions with pupils:
-What are the major differences between the values of parents and of teen-agers today?
-What differences in values can you notice among different teen-age groups?

Ask each pupil to define values in his own words and give example of a value and how it operates in his life.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
7. Influence of technological advances a. Transportation b. Communication c. Mass media d. Increased mechanization in the home	Discuss with the pupils technological advances that may affect personal group and national values. As an example, discuss how and why the mass media make such an impact on the American public. Have the pupils cite examples of current TV and other advertising which have influenced their attitudes and values	Hurlock, Adolescent Development, pp. 301, 302, 430 and 477
8. Influence of urbanization and suburbanization a. Population growth b. Family mobility	Discuss with the pupils how increased urbanization and suburbanization have influenced the family. Use topics such as: problems caused by influx of population to suburb; opportunities offered to suburbanites; etc.	
B. Decision-making 1. Importance of values	Discuss with the class: how decisions are influenced by one's values; the relative importance of values; and the ways in which values are expressed.	Nickell and Dorsey, Management in Family Living, pp. 39-44 (Teacher's Reference)
2. Expression of values a. Intrinsic b. Tangible	Discuss with the class the following statements: -Living is a continuous process of choice-making, of foregoing one value for another. -A system of values grows, modifies, and changes with new experiences.	
3. Interpretation 4. Transition of values	Have the class observe their peer groups to determine the values placed on freedom, success, money, power, prestige, security, fun, behavior. For an evaluation, have pupils think about the study of values, and cite any evidence that this study of values has helped them to: -recognize their own values -understand their own behavior in relation to these values -become aware of others' values -understand how goals are related to values.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Following the viewing of the filmstrip, Values for Teen-Agers: The Choice is Yours, list with the class the points of emphasis depicted in the filmstrip.	Filmstrip: Values for Teen-agers: The Choice is Yours, Guidance Associates
C. Understanding goals	Define with the class the word goals; for example: goals are the objectives toward which we work; goals serve as targets toward which we direct our lives.	Thal and Holcombe, Your Family and Its Money, pp. 19-21
1. Types of goals a. Short-term b. Long-term c. Means-end	To help the class distinguish between short and long-term goals, define short-term goals as having these characteristics: -set for near future -definite -clear cut and give the class some examples such as obtaining a school office or preparing for graduation; and define long-term goals as having these characteristics: -sought over months or years -complex -meaningful groups and give examples such as getting a college education, preparing for a vocation, taking a family vacation. Discuss with the pupils the term means-end goals, a term that is often used to describe goals which are reached with a single activity; for example: -making a reservation for dinner -arranging flowers for the living room -preparing and baking a cake for dinner.	Lewis, Burns and Segner, Housing and Home Management, pp. 73-76 Nickell and Dorsey, Management in Family Living, pp. 50-58 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
2. Inter-relatedness a. Short-term to long-term b. Goals to values	Have pupils read a case study in Thal and Holcombe, Your Family and Its Money (p. 20). Discuss with pupils the following questions: -Can you relate your vocational goals to your values? -How might the goal of marriage and family reflect a person's values? What values might these be?	
D. Setting standards 1. Formation of standards a. Family b. Friends and neighbors c. Mass media (1) Advertising (2) T. V. (3) Press (4) Cinema	Define with the class the word standard as a basis of comparison for a particular thing or area. Discuss with pupils factors that influence the setting of standards. Have pupils discuss this question: How can "keeping up with the Joneses" take away from a family's freedom to choose the standards it will maintain at home? Using the previous discussion as a springboard, have the pupils suggest the areas of their lives that are influenced by standards set by their parents, their friends, the government, the school, the entertainment media, etc. Divide these into categories, and have the class give specific examples for each. Use such categories as entertainment, dating, etc.	Lewis, Burns, & Segner, Housing and Home Management, pp. 76-77 Nickell and Dorsey, Management in Family Living, pp. 44-50
2. Types of standards a. Health (1) Food (2) Housing (3) Sanitation (4) Medical	Acquaint pupils with types of standards and examples of each. With pupils, discuss examples of each type. Have pupils consider how certain standards, for example, some of those promoted by mass media, can be artificial. In contrast, have them suggest how other standards are important to a healthy, constructive, pleasant life. Specifically, have them list those standards that are essential for good home management.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Aesthetic (1) Beauty (2) Design c. Social (behavior) (1) Custom (2) Law		
3. Interrelationship of standards a. Goals b. Values	Discuss what is meant by this statement: "Standards are visible values; and when a family is strongly motivated by standards, especially social standards, the achievement of these standards becomes a goal." Have the class cite several examples to illustrate this statement.	
E. Understanding the emotions of young adults 1. Selected emotional patterns a. Love and affection (1) Developing the capacity to love (a) Family (b) Friends (c) Persons of opposite sex (2) Expressing affection (a) Childhood patterns (b) Adolescent patterns (c) Adult patterns	As an introductory activity, have the pupils complete the following statements to focus attention on a better understanding of the emotions: -I hate ... -I wish ... -I fear ... -I hope ... -I love ... -I am embarrassed when .... -The thing I'm most afraid of is .... -I want most to be .... -Regarding myself, I feel .... -The thing that bothers me most is .... -The person who worries me most is .... -I'm most cheerful when .... -I'm deeply happy when .... -My greatest interest in life is .... -The person who means most to me is .... -The ones who love me most are	Hurlock, Adolescent Development, Ch. 2 Landis, Your Marriage and Family Living, pp. 13-18, 22-44 Call, Toward Adulthood, pp. 14-19 Hurlock, Adolescent Development, Ch. 3

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-In leisure time, I like most to .... -I have great respect for .... -My health is .... -My ability is	
b. Jealousy (1) Causes (2) Reactions	Have pupils identify some examples of jealousy and give some suggestions for overcoming it. Discuss how jealousy can affect family or social relationships.	
c. Frustration (1) Sources (2) Reactions (a) Agression (b) Withdrawal (c) Regression (d) Constructive behavior	Define <u>frustration</u> with the class. Have pupils discuss some ways of dealing with their frustrations, emphasizing constructive behavior.	
d. Fear (1) Natural phenomena (2) Social relationship (3) Self (4) The unknown	Discuss with the class experiences they have had in which the emotion of fear was a help to them; in which it was a hindrance.	
e. Worry (1) Material objects and natural phenomena (2) Social relationships (3) Self-adequacy (4) The unknown	From suggestions given by pupils, list on the chalkboard some causes for worry. Discuss with the class how worry can be reduced.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
f. Anxiety (1) Normal in adolescence (2) Socially oriented	Discuss with pupils the topic of anxiety as a form of fear. Discuss the characteristics of socially oriented anxiety, including feelings of shyness, inadequacy in social situations, fear of criticism, etc.	
g. Anger (1) Causes (2) Responses	Have pupils recall occasions when they have expressed anger and later regretted it. Discuss ways in which pent-up feelings of anger can find a healthy outlet. Have pupils react to the statement, "Anger can sometimes be justified."	
2. Effects of the emotions	Discuss with the class the benefits of emotions. Have the pupils recall situations where being under pressure gave them the needed energy to complete a task.	
a. Positive effects (1) Motivation (2) Enjoyment		
b. Negative effects (1) Reduces efficiency (2) Increases tension and fatigue (3) Affects ability to learn	To illustrate how emotions are aroused, have pupils bring to class advertisements from a recent issue of a popular magazine and determine how the emotional appeal is made and its effect on the reader. Some examples are: appeal to need for status, appeal to need for popularity, appeal to desire for sophistication, appeal to desire for youth.	
3. Control of emotions	Help the class to formulate some guidelines that may help adolescents to cope with their own emotions; for example: -Admit that you have the emotion you are trying to control. -Try to appraise the underlying factors causing the emotional state, such as jealousy, anger, or frustration.	Call, Toward Adulthood, pp. 7-8
a. Social expectations (1) Parents (2) Male and female (3) Cultural group		

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Effects of control (1) Wholesome effects (a) Strengthen ego (b) Build self-concept (2) Unwholesome effects (a) Rationalization (b) Sublimation (c) Escape (d) Negativism	Discuss with the class those factors which may help teen-agers promote the "ego-strength" that is necessary in order to refrain from explosive, uncontrolled emotional outbursts; for example, the possession of a high degree of competency in many areas promotes a person's ego-strength so that such a person is not obligated to be overly dependent on others.	
4. Evidences of emotional maturity a. Increased self-understanding and acceptance b. Increased ability to cope with problems c. Acceptance of actions and decisions d. Increased sense of responsibility e. Increased ability to accept reality f. Increased ability to understand and work with people	List with the help of pupils those qualities that show that a person is growing toward emotional and social maturity. Use this as a checklist to have pupils make self-appraisals.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

IV. Preparation for adulthood and marriage

CONCEPT: Social relationships are preparations for future family relationships.

A. Extending relationships

1. Types of love

a. Love of parents for children

b. Love of children for parents

c. Romantic love

d. Enduring love

2. Developing a concept of love

a. Developing the capacity to love (love is learned)

(1) Begins in infancy and childhood
(2) Appropriate to stage of development

b. Diffusion of love to others

(1) Beyond family
(2) Step in direction of mature love

After a preliminary discussion in which the pupils describe some of the popular notions about love that have provided themes for films and television series, assign pupils selected reading references for gaining a background of information for this unit.

Discuss with the class this statement: "We develop the capacity to love gradually through years of interaction with other people." Trace the development of the capacity to love, starting in infancy and continuing throughout life.

Distinguish between the different types of love; for example: mother-baby love, father-child love, sibling love, love of friends, and love of a member of opposite sex.

Have the class construct definitions of romantic love and enduring love. List the qualities of enduring love; for example: respect, sharing, understanding, tolerance, sense of responsibility, desire to care for another, etc.

Duvall and Hill, When You Marry, Ch. 2

Landis, Your Marriage and Family Living, pp. 37-38, 171-175

Anderson, Design for Family Living, pp. 31-33

Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 14

Smart and Smart, Children and Relationships, pp. 271-275, 152-162

Craig, Thresholds to Adult Living, pp. 197-198

Duvall and Hill, When You Marry, Ch. 3

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
c. Complexities of love (1) Physical attraction (2) Infatuation 3. Qualities of love a. Responsibility b. Caring c. Respect d. Sharing e. Tolerance f. Understanding 4. Types of dating a. Group b. Couples 5. Qualities of dating partners 6. Factors influencing dating a. Personality of partners b. Understanding the opposite sex c. Parental influences d. Financial resources	To help the class develop greater objectivity in distinguishing between love and infatuation, have them prepare a list of questions which would appraise a possible love relationship, and have them discuss questions such as the following: -Do you enjoy the same kind of activities? -Do you have similar systems of values? -Do you feel relaxed and comfortable with each other? -Are you proud of the person you are dating? -Do you generally like the same type of people? Have the class discuss the traits that are thought to be most important for a good dating partner, including: -physical and mental fitness -dependability -pride in appearance and manners -socially acceptable in speech and actions -pleasant disposition -sense of humor -consideration for others -mature behavior Ask a panel of pupils to discuss some of the parent-pupil frictions over dating; for example, hours to be in, use of family automobile, drinking alcoholic beverages, selection of dating partners, etc. Plan a role-playing situation in which pupils put themselves in the place of parents and attempt to give guidance to teen-age pupils in regard to dating.	Craig, Threshold to Adult Living, Ch. 8 Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 5,6,7,8 Anderson, Design for Family Living, pp. 90-91 Landis, Your Marriage and Family Living, pp. 111-133 Craig, Threshold to Adult Living, Ch. 8 Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 5,6,7,8

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
7. Problems in dating a. Moral standards b. Drinking c. Drugs d. Venereal disease e. Smoking f. Automobile	Have the pupils discuss how personal moral values are influenced by parental guidance in the home, parental models, education, religious training, etc. Suggest these topics for further discussion: -How do moral values affect dating behavior? -What is gained by maintaining high moral standards in dating? -What is meant by the statement "freedom carries responsibility for one's action"? Have the pupils list on the chalkboard the physical effects of alcohol on the body; for example, reduction of blood pressure, slowed brain activity, increased heartbeat, etc. Discuss with the class the effect of these changes on one's actions. Try to identify some of the reasons why people drink and consider some of the problems encountered when a dating partner has been drinking. Clarify the difference between addictive and habit-forming drugs and cite several examples of each. Define addictive drugs as those for which the user develops actual physical need, such as heroin, morphine, etc., and define habit-forming drugs as those for which the user either develops a psychic need or becomes depressed, nervous or uncomfortable if deprived, such as amphetamines, barbiturates, etc. Discuss how the misuse of drugs has become a national problem and consider the effects of drug use on young adults during the dating period. Have pupils view the film A Quarter Million Teen-agers, and follow the showing of the film with a discussion of venereal diseases, including these topics:	Landis, Your Marriage and Family Living, pp. 114, 115 Call, Toward Adulthood, pp. 8-10 Westlake, Relationships: A Study in Human Behavior, pp. 116-118, 193-202 Hurlock, Adolescent Development, pp. 282-284 Film: A Quarter Million Teen-agers

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-common venereal diseases (syphilis, gonorrhea) -statistics concerning these diseases -transmission of venereal diseases -symptoms of venereal disease -tests for detection of venereal disease -sources of treatment.	
B. Patterns of adult living	Define with the class what is meant by <u>pattern of living</u>. Discuss the varying patterns of living for single adults; for example, single person living alone, student sharing a room in a college dormitory or sorority or fraternity house, and single person living at home.	
1. Living alone		
2. Living with roommate		
3. Living with family		
a. Husband and wife	List some of the considerations and concerns of selecting a pattern of living for a young adult who has accepted a position in a nearby city.	
b. Husband, wife and children		
c. Widow and children	With pupils, compile a list of family patterns that make up complete families (such as husband and wife; husband, wife, and children), and incomplete families.	
d. Widower and children		
e. Divorced person and children	Define with the class what is meant by <u>extended</u> family. Have the pupils suggest some of the benefits they receive from associating with older members of the family. Discuss how and why the pattern of extended families has changed in American life.	
f. Brothers and sisters without parents		
4. Extended family (more than two generations)		
a. Living in same household		
b. Living in separate households		

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
C. Mate selection and engagement 1. Factors to be considered in mate selection a. Social backgrounds (1) Attitudes and interests (2) Educational level (3) Level of living (4) Occupational background (5) Nationality and race (6) Religious faith	Discuss with the class the findings from a research study by Burgess and Cottrell predicting happiness in marriage wherein the factors shown to be associated with happiness in a marriage are: -happiness of parents' marriage -adequate length of acquaintance, courtship and engagement -adequate sex information in childhood -personal happiness in childhood -approval of marriage by parents and others -engagement adjustment -ethnic and religious similarity -higher social and educational status -mature and similar chronological age -harmonious affection with parents during childhood. Ask a committee of pupils to compile questions of concern to young people regarding achieving a successful marriage and then to pose them to the class for discussion; for example: -Do opposites attract? -What type of couple has a happy married life? -Should you marry before military obligation is completed? -What about marrying while still in school? -Should you marry or go to college? -Would you want your parents to help support you after marriage?	Landis, Your Marriage and Family Living, Ch. 9 Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 9 and 10, 11 and 13 Craig, Thresholds to Adult Living, Ch. 9 Anderson, Design for Family Living, pp. 86-91 Duvall and Hill, When You Marry, Ch. 6,15 Call, Toward Adulthood, pp. 45-48

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Desirable personal qualities c. Age (1) Teenage marriage (2) Age differences d. Childhood happiness e. Physical and mental health f. Wholesome sex attitude	Discuss research findings related to marriage age and success of marriage. Prepare with the class a list of reasons why marriage is more difficult for the teenage couple than for the couple nearing twenty-five.	
2. Future decisions which may be influenced by mate choice	Discuss with pupils how decisions concerning these areas of life may be influenced by mate choice; for example: -education and career plans -choice of friends -choice of place to live -social and economic status -religious participation -addition of children -relationships with parents and relatives.	Landis, Your Marriage and Family Living, Ch. 10, 15 Duvall and Hill, When You Marry, Ch. 5 Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 12, 13
	Using factual data drawn from research studies, have the class consider the relationship of religion to marriage success. Help the class to avoid projecting any personal attitudes and feelings in this area.	
3. Engagement a. Meaning b. Purposes (1) To establish identity as a couple	Discuss with the pupils what engagement means to a couple, and compile a list of issues which should be discussed during the engagement period. Use these issues as a basis for class discussion. Include such issues as: -short vs. long engagements -where to live after marriage -setting up a financial plan -attitudes toward having children -deciding whether wife will work outside the home.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
(2) To improve communication and allow for exchange of confidences and ideas (3) To plan specifically for wedding (4) To give opportunity to make practical arrangements concerning housing and finances (5) To give opportunity to become better acquainted with families (6) To give opportunity to express desires and aspirations for marriage	-views about social and religious activities -maintaining moral standards during engagement. Discuss the engagement period as an opportunity for mutual planning and for learning how to make joint choices which both partners can accept and support individually. Have pupils indicate ways that this would strengthen the marriage.	
c. Length (1) Short (2) Long	Discuss with pupils the advantages and disadvantages of long engagements; of short engagements.	
d. Breaking engagements	Analyze the statement "A broken engagement is better than a poor marriage." Discuss some considerations of a broken engagement.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

V. Marriage

Concept: Marriage is a relationship which is influenced by the acceptance of one's culture, one's mate, and oneself.

A. Laws and customs

1. Legal requirements
   a. Age
   b. Mental and physical qualifications
   c. Restrictions of marriage of relatives
   d. Marriage officiant
   e. Premarital examinations and tests
   f. Waiting period prior to marriage
   g. Annulment

Have several pupils read the Maryland marriage laws to compile a list of the requirements for the State of Maryland. Have other pupils compare these with marriage requirements in other states. Include these topics in a discussion of state marriage law:

-age variations
-marriage of relatives
-waiting periods
-blood tests.

Define the term annulment. Have a volunteer from the class read the Maryland law concerning marriage annulments and report to the class on this topic.

Landis and Landis, Your Marriage and Family Living, pp. 228-234

Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 15

Duvall and Hill, When You Marry, pp. 108-110

2. Religious customs
   a. Place and ceremony
   b. Religious activities and/or instructions prior to marriage

Discuss with the pupils the various religious customs associated with the wedding ceremony. Have pupils report to the class the types of ceremonies and the social activities related to the marriage ceremony by different cultural, religious, and ethnic groups. (The exchange students or teachers in the school could make a valuable contribution to the class in discussing wedding customs of their native lands.)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

c. Person officiating at ceremony

3. Cultural and ethnic group customs

a. Type of wedding ceremony

b. Reception and other social activities

B. Factors contributing to a successful marriage

1. Establishing a home

a. Independence vs. dependence
b. Kind and location

2. Agreement on spending of income

a. Needs vs. wants
b. Ego expression
c. Relationship of money management to success of marriage

3. Division of work in the home

a. Husband
b. Wife

4. Promoting greater communication between husband and wife

List the factors contributing to a successful marriage and discuss with the pupils how each of these factors affects the husband-wife relationship. Use these topics for discussion: establishing a home, spending the family income, roles of husband and wife, increasing communication between husband and wife, maintaining harmony with in-laws and family friends.

Have pupils plan a panel discussion to exchange ideas concerning interpersonal relationships, including:

-spending money
-wife wanting to return to work
-wife wanting to stop working.

Landis, Your Marriage and Family Living, Ch. 13, 14

Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch. 16, 18

Duvall and Hill, When You Marry, Ch. 8, 9, 10

Anderson, Design for Family Living, Ch. 5

Duvall, Family Development, Ch. 6

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
5. Establishing workable relationships with relatives, friends, and others 6. Establishing patterns of authority 7. Developing workable philosophy of life as a couple	Discuss with the pupils some ways that a young couple can establish good relationships with in-laws and still maintain couple and individual identity.	
VI. Human reproduction **Concept: The processes of pregnancy and childbirth lead to the responsibilities of parenthood.**		
A. Reproductive systems 1. Male 2. Female	Review with the class the terms used in studying the human reproductive system; for example: Female reproductive organs -uterus -ovaries -fallopian tubes -cervix Male reproductive organs -penis -testicles -vas deferens -urethra	Birth Atlas, Maternity Center Association, Plate 2 Anatomical Charts, Maternity Center Association Westlake, Relationships. A Study in Human Behavior, Ch. 28
B. Conception 1. Chromosomes a. Number b. Determinants of sex	Review with the class the menstruation process. Discuss any questions the pupils may ask concerning menstruation. For further information have the pupils view the film Human Reproduction. Define with the class the meaning of the following terms: fertilization, conception, ovum, spermatazoa, chromosomes, and genes.	Smart and Smart, Children. Development and Relationships, p. 35 Hurlock, Child Development, Ch. 2 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

2. Genes

   a. Dominant

   b. Recessive

Discuss with pupils the number of pairs of chromosomes (23) and the determining of sex. See the following resource pages for additional information.

Discuss with the class the three factors that are determined at the time of conception: sex, single or multiple offspring, and hereditary endowment.

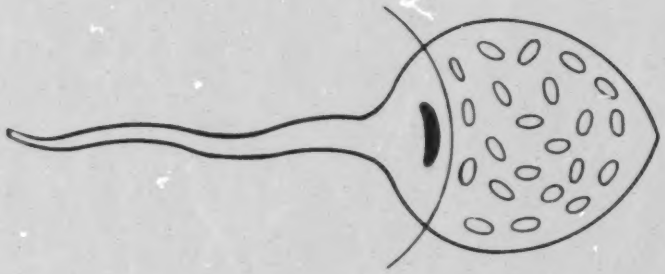
Distinguish with pupils the difference between inherited and acquired characteristics; for example:

Inherited	Acquired
Sex	Mannerisms
Skin, eye and hair color	Language
Bone structure	Attitudes, habits
Body build	Emotions
Freckles	
Hair and skin texture	

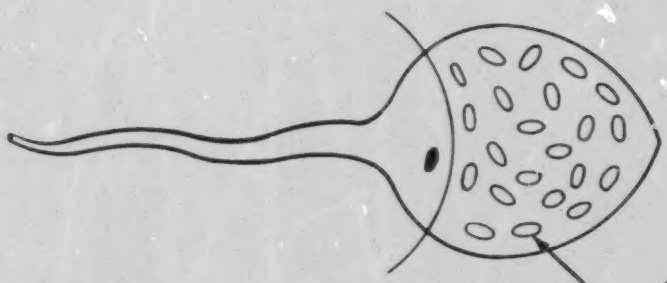
Clarify the difference between identical and fraternal twins. For further information refer to the charts on the following pages:

DETERMINING SEX

Father produces sperms of two kinds, in equal numbers;

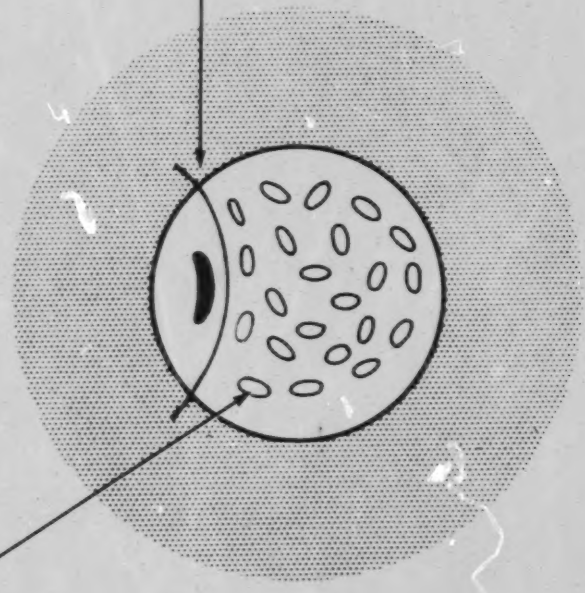


(a) with large X sex chromosome



(b) with small Y sex chromosome

Mother produces eggs all of one kind, each with a large X sex chromosome

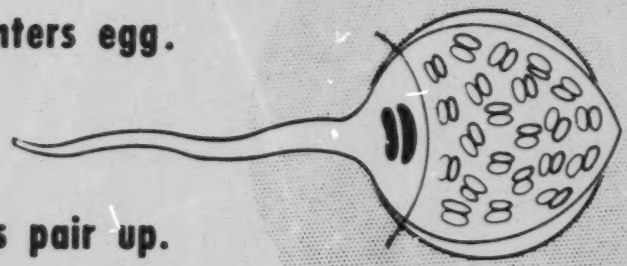


(Note: The other 22 chromosomes correspond in type in both sperms or eggs.)

DETERMINING SEX

IF --

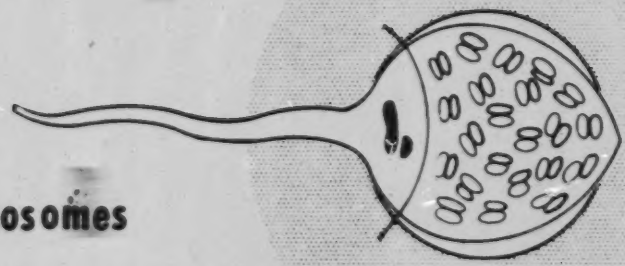
1. 'X' Sperm enters egg.



The two X's pair up.

XX A girl

2. 'Y' sperm enters egg.



The sex chromosomes
do not match up.

XY A boy

In both cases all chromosomes except the X and Y have matched up.

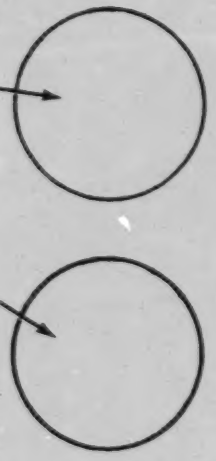
IDENTICAL & FRATERNAL TWINS

IDENTICAL TWINS

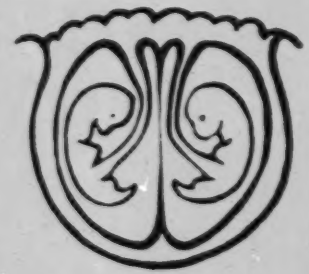
products of
1 sperm
1 egg

embryo divides

halves become
separate
individuals



usually share
same placenta
& fetal sac



ALWAYS
carry same
genes
are same sex

2 boys

or 2 girls

55/56

IDENTICAL & FRATERNAL TWINS 2

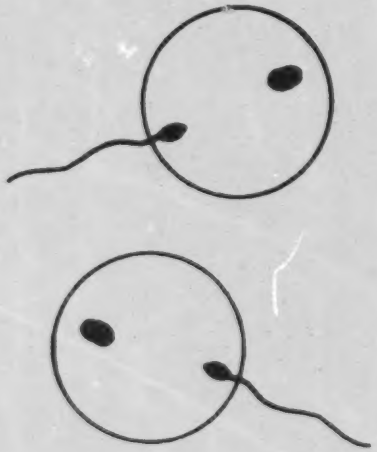
FRATERNAL TWINS

products of

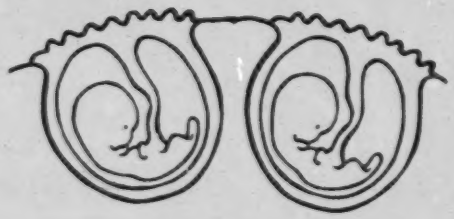
2 different eggs

2 different sperms

= different genes



usually separate placentas & fetal sacs



MAY BE

same sex 2 boys

or 2 girls

mixed pair

boy - girl

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

C. Prenatal development

1. Zygote

2. Embryo

Review with the class the stages of prenatal growth of the fetus. Define the terms: zygote, embryo, and fetus. Using the Birth Atlas, trace the development of the fetus through the prenatal period.

Develop with the class a calendar of development that takes place during the prenatal period as in the following chart:

Maternity Center Association, Birth Atlas

Westlake, Relationships, A Study in Human Behavior, pp. 322-328

Hurlock, Child Development, Ch. 2 (Teacher's Reference)

Smart and Smart, Children. Development and Relationships, Ch. 1

	Approximate Size	Approximate Weight	Growth Characteristics
a. First month	1/4"	fraction of one ounce	Heart beginning to form and beat Blood circulates Limbs, eyes and ears beginning
b. Second month	1-1/4"	1/14 ounce	Big head, face with eyes, nose, mouth, limbs, fingers and toes beginning
3. Fetus a. Third month	3"	1 ounce	Genital organs beginning to appear Teeth beginning to develop Vocal cords are formed
b. Fourth month	6" - 8"	5-6 ounces	Eyes, ears, and nose well formed Hair beginning to grow
c. Fifth month	10" - 12"	1 pound	Mother can feel baby move
d. Sixth month	14"	2 pounds	Has appearance of baby Skin wrinkled
e. Seventh month	16"	3 pounds	Central nervous system developed enough so that survival is possible if birth should occur
f. Eighth month	18"	6 pounds	Skin beginning to become smooth
g. Ninth month	20"	7-8 pounds	Baby fully developed

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
D. Pregnancy 1. Signs 2. Tests	List with the class the signs of pregnancy; for example, cessation of menstruation, digestive upsets, breast changes, frequent urination, and changes in energy level. Discuss the tests used for more positive identification of early pregnancy and which may be ordered by the physician; namely: -Friedman Rabbit Test -Rat Hyperemia Test Explain to the class that urine from the woman is injected into these animals, which (after 24-28 hours) will show changes in their ovaries if the woman is pregnant.	Westlake, Relationships, A Study in Human Behavior, Ch. 31
3. Related problems a. Rh factor	Clarify with pupils what is meant by the term Rh blood factor and discuss with the class the importance of the Rh factor to prospective parents; for example: -if both parents are Rh positive no problem exists -if both parents are Rh negative no problem exists -if the father is Rh negative and the mother is Rh positive there is no effect on the child -if the mother is Rh negative and the father is Rh positive some difficulties may arise after the first pregnancy. Have a pupil volunteer to do research on the topic of the Rh blood factor and report his findings to the class.	Hurlock, Child Development, p. 60

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Danger signals	Discuss with pupils the danger signals that should require consultation with a physician or obstetrician; for example, vaginal bleeding, pain in the abdomen, persistent nausea, chills and fever, swelling of the face, hands and feet, blurred vision, and/or severe headaches.	
c. Involuntary loss of fetus	Define the term spontaneous abortion as the separation of the fetus from the uterus due to natural causes during the first twenty-eight weeks of prenatal life, which is sometimes referred to as miscarriage. Discuss the causes of spontaneous abortion; for example, hormone imbalance, imperfections in the fetus, and improper implantation of the egg. Explain to the class that research indicates that approximately one in every ten pregnancies terminates in spontaneous abortion and that the possibility of these abortions is highest during the second and third months of pregnancy.	
d. Infectious diseases	Discuss with pupils infectious diseases that can be detrimental to the developing child; for example, syphilis, gonorrhea, poliomyelitis, and rubella (German measles). Explain to the class that according to recent research if these diseases are contracted by the mother during the early months of pregnancy, they are harmful to the unborn child and may cause miscarriages, stillbirths, blindness, deafness, mental deficiencies, and other disorders.	Hurlock, Child Development, Ch. 2 (Teacher's Reference)
	Have the pupils view the filmstrip More Than Love to emphasize the need for adequate information concerning birth defects.	Filmstrip: More Than Love

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
e. Drugs	Discuss with pupils the importance of a prospective mother taking only the medicines prescribed by her doctor. Point out that some drugs classified as medicines can be harmful to unborn babies; for example, tranquilizers, sleeping pills, "pep" pills, and pain killers. Give the class the following information concerning drugs and their effects: -Thalidomide, a drug used for morning sickness in some European countries, has caused malformations of fetus. -Meprobamate when given to rats caused the offspring to be slow learners. -Iodides, commonly used in cough medicines, can produce goiters in babies before birth. -Long-acting sulfa drugs can produce nerve deafness in the unborn child. -Tetracycline, an antibiotic which cannot be excreted by the embryo, is deposited in the bones of the baby and may slow growth and cause discoloration of teeth. -Barbiturates taken prior to delivery may affect oxygen supply to fetal brain and lead to brain damage. -Fertility drugs have increased the possibility of multiple births.	Westlake, Relationships, A Study in Human Behavior, Ch. 31
f. Radiation	Explain to the class the danger involved in the use of abdominal X-rays during the early weeks of pregnancy.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
g. Smoking	Have a volunteer from the class visit the library to read recent research on effects of smoking during pregnancy and report the findings to the class. Have pupils discuss fact that research indicates that excessive smoking during pregnancy is associated with subnormal birth weight and high rate of premature births.	
h. Alcohol	Have the pupils discuss the possible effects of excessive use of alcohol.	
i. Age of mother	Have pupils consider the studies that correlate the age of the mother with the well-being of the baby. Emphasize the following: -The best childbearing years seem to be 21-28. -Teenage mothers run a higher risk of premature babies, stillbirths, and fetal malformations. -Mothers over 35 seem to run a higher risk of having defective babies - especially marked increase in Mongoloids and hydrocephalic (water on the brain) infants. -Older couples usually have more intelligent children than younger couples due possibly to the socio-economic level of parents and the quality of time parents spend with children during their formative years as well as age.	
E. Maternal care 1. Medical examination	Discuss with the class the importance of early and continued care throughout pregnancy. Define the term obstetrician. Have the class discuss the procedures which may be included in a first visit to the obstetrician; for example:	Westlake, Relationships, A Study in Human Behavior, Ch. 31

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-recording health history of wife and husband (may also include history of their family health background) -examining the abdomen -making analysis of urine -noting size and shape of uterus to determine progress of pregnancy -taking pelvic measurements -examining breasts -making blood tests to check type, Rh factor, hemoglobin, possibility of syphilis, etc. -taking vaginal smear to check for gonorrhea -estimating birth date -giving advice on diet, rest and exercise. Have the pupils discuss the necessity for frequent consultation with a dentist during pregnancy.	
2. Nutrition a. Significance of good nutrition	Discuss with pupils the present knowledge that indicates that the woman who is likely to produce a healthy baby is one who has practiced good food habits through childhood and adolescence and has completed her own growth. Discuss with the class the point that malnutrition is one of the factors contributing to the relatively large group of babies born with handicaps or who fail to grow and develop normally.	McWilliams, Nutrition for the Growing Years, Ch. 1 Robinson, Fundamentals of Normal Nutrition, Ch. 22 (Teacher's Reference)
b. Effects of malnutrition and under-nutrition	Discuss with pupils the reasons why women give birth to babies of less than normal weight, a factor known to be associated with increased neonatal death (death within the first 28 days).	

Have the class consider the following factors which contribute to the less-than-normal weight of newborns:

-malnutrition in a greater number of girls who are becoming pregnant
-biologic immaturity (mothers younger than seventeen)
-high parity (condition of having had several children)
-low pre-pregnancy weight for height
-limited weight gain during pregnancy
-poor nutritional status
-smoking
-certain infections.

Discuss with the class the following statistical information:

Although the infant mortality rate reached a record low value of 22.4 per 1,000 live births in the United States in 1967, this rate is substantially higher than that in many other countries. The United States ranked 13th in mortality rate in 1967. It is significant to note that the mortality rate of women as a sequel to pregnancy has steadily decreased to 28 per 100,000 in 1967; however, this rate is more than three times as high in non-white as in white women. In localities where mothers of all races receive comparable good maternity care, the difference is lessened.

Identify for the class the weight gain usually accepted as desirable for the pregnant woman, which is now thought to be approximately 24 pounds; for example, this represents a gain of 1.5 to 3.0 pounds

during the first trimester, followed by a gain of three-quarters of a pound each week during the remainder of pregnancy. Point out to pupils that the pattern and gradual rate of weight gain is of particular importance.

Define the term placenta (organ to which the fetus is attached by means of the umbilical cord and from which the fetus receives nourishment). Using the Birth Atlas, clarify for the pupils the function of the placenta (carrying blood with nutrients and oxygen according to the needs of the developing fetus).

Using the following resource page, containing the Dietary Allowances, have pupils compare the nutritional needs of women in the 18-22 year-old groups prior to pregnancy and during pregnancy. Discuss the change in requirements of calories, protein, vitamins and minerals. Note that the increased need for vitamins, minerals and protein is out of proportion to the small increase in caloric requirements.

RECOMMENDED DAILY DIETARY ALLOWANCES[1], REVISED 1968*

Legend for abbreviations: g = gram mg = milligram IU = International Unit

Designed for the maintenance of good nutrition of practically all healthy persons in the U.S.A.

	Age[2] (Years) From	Up to	Weight (lbs.)	Height (in.)	Calories	Protein (g)	Vitamin A Activity (IU)	Vitamin D (IU)	Ascorbic Acid (mg)	Niacin (mg equiv.)	Riboflavin (mg)	Thiamin (mg)	Calcium (g)	Iron (mg)
Children	1	2	26	32	1,100	25	2,000	400	40	8	0.6	0.6	0.7	15
	2	3	31	36	1,250	25	2,000	400	40	8	0.7	0.6	0.8	15
	3	4	35	39	1,400	30	2,500	400	40	9	0.8	0.7	0.8	10
	4	6	42	43	1,600	30	2,500	400	40	11	0.9	0.8	0.8	10
	6	8	51	48	2,000	35	3,500	400	40	13	1.1	1.0	0.9	10
	8	10	62	52	2,200	40	3,500	400	40	15	1.2	1.1	1.0	10
Males	10	12	77	55	2,500	45	4,500	400	40	17	1.3	1.3	1.2	10
	12	14	95	59	2,700	50	5,000	400	45	18	1.4	1.4	1.4	18
	14	18	130	67	3,000	60	5,000	400	55	20	1.5	1.5	1.4	18
	18	22	147	69	2,800	60	5,000	400	60	18	1.6	1.4	0.8	10
	22	35	154	69	2,800	65	5,000	—	60	18	1.7	1.4	0.8	10
	35	55	154	68	2,600	65	5,000	—	60	17	1.7	1.3	0.8	10
	55	75+	154	67	2,400	65	5,000	—	60	14	1.7	1.2	0.8	10
Females	10	12	77	56	2,250	50	4,500	400	40	15	1.3	1.1	1.2	18
	12	14	97	61	2,300	50	5,000	400	45	15	1.4	1.2	1.3	18
	14	16	114	62	2,400	55	5,000	400	50	16	1.4	1.2	1.3	18
	16	18	119	63	2,300	55	5,000	400	50	15	1.5	1.2	1.3	18
	18	22	128	64	2,000	55	5,000	400	55	13	1.5	1.0	0.8	18
	22	35	128	64	2,000	55	5,000	—	55	13	1.5	1.0	0.8	18
	35	55	128	63	1,850	55	5,000	—	55	13	1.5	1.0	0.8	18
	55	75+	128	62	1,700	55	5,000	—	55	13	1.5	1.0	0.8	10
Pregnancy					+ 200	65	6,000	400	60	15	1.8	+0.1	+0.4	18
Lactation					+1,000	75	8,000	400	60	20	2.0	+0.5	+0.5	18

[1]The allowance levels are intended to cover individual variations among most normal persons as they live in the United States under usual environmental stresses. The recommended allowances can be attained with a variety of common foods that also provide other nutrients for which human requirements have been less well defined.

[2]Entries on lines for age range 22-35 years represent the reference man and woman at age 22. All other entries represent allowances for the midpoint of the specified age range. *From Recommended Dietary Allowances, Publication 1694, Food and Nutrition Board, National Academy of Sciences - National Research Council, Washington, D. C. 1968.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

With the help of the class prepare a list of nutrients which are of increased significance during pregnancy. Discuss the value of the nutrient in the diet and list several sources of each. Use the following list for additional information:

Nutrient	Value	Sources in Diet
Protein (increased 1/3 above normal)	Essential for growth of fetus	Meats Cheese Fish Eggs Milk
Calcium and phosphorous (1 quart milk needed daily)	Essential for skeletal development Preparation for nursing baby	Milk Milk products
Iron	Essential for meeting requirements of both mother and fetus Prevention of anemia	Liver Meats Egg yolk Green leafy vegetables Dried fruits (Iron supplement may be recommended
Vitamins (Vitamins A, thiamine, riboflavin, niacin, ascorbic acid and Vitamin D)	Essential for development of connective tissue, utilization of calcium and phosphorous, metabolism of foods, healthy development of legs and skin, etc.	Green and yellow vegetables Citrus fruits Meats
Iodine	Essential for development of fetus and prevention of cretinism in fetus	Iodized salt may be added to diet

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
F. Birth process	Using the Birth Atlas, discuss with the class the three stages of labor. Other topics for discussion include: -approximate length of each stage -effect of labor on the baby Clarify with pupils what is meant by the following terms: natural childbirth, Caeserean birth, and breech birth.	Birth Atlas, Maternity Center Association Plates 8-15 Smart and Smart, Child Development and Relationships, pp. 56-58 Hurlock, Child Development, Ch. 3

VII. Child Development

Concept: The growth and development of a child is related to his biological heritage, his care, and the opportunities and encouragement for learning that are provided in his environment.

A. Planning for children	Discuss with the class the American goal of having every child well-fed, well-housed, well-clothed, and well-educated. Clarify the meaning of family planning as the regulation of the number of children in a family and the time at which they are born. In order to meet the questions which often arise concerning family planning and birth control, the discussion of these topics should be handled tactfully and objectively at the maturity level of the pupils and within the competency level of the teacher considering her background of professional training and ease in presenting the material.	Landis, Your Marriage and Family Living, Ch. 16

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Information may be presented factually and objectively; however, recommendations should not be made to pupils concerning contraceptives. Pills and devices should not be displayed and examined by pupils. Pupils should be referred to their family physicians for specific information.	
	Have the pupils discuss the changes in family structure and routine when the first child is born. Have them consider the fact that researchers indicate that parenthood can be a period of crisis. Discuss with the class how preparation for parenthood can help minimize problems at this time.	Landis, Your Marriage and Family Living, Ch. 17 Hurlock, Child Development, Ch. 8 (Teacher's Reference)
	Have the class discuss the children who become part of the family unit without being born into it, such as adopted children, foster children, stepchildren.	Landis, Your Marriage and Family Living, pp. 345-347
	Have a volunteer from the class research the subject of adoption and report on the following: -reasons for adopting children -qualifications for parents -qualifications of child to be eligible for adoption -length of probation period -legal implications -importance of dealing with qualified agencies -steps in process of adoption.	Duvall and Hill, When You Marry, pp. 285-287
	Have the class discuss topics related to foster children, such as: -placement of foster children -responsibilities of foster parents -legal requirements.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Define the term stepchildren (children acquired through the break-up of the original family unit and the formation of a new family group). Discuss the responsibility of a stepparent to help provide an environment that will help stepchildren develop to their fullest potential. Invite a resource person (social worker, representative of adoption agency, adopted parent or stepparent) to speak to the class concerning responsibilities of the family as related to adding children to the home in this manner. Discuss with pupils how child-rearing practices have changed from the past. Examples are: -greater permissiveness -more family activities that include children -greater freedom in expression of ideas -fewer chores and responsibilities -longer period of childhood -frequent opportunities for recreation and play	
B. Principles of development	Have the class read assigned references. Following the reading, discuss with the class the accepted principles of development, such as: -Development is orderly and sequential (a child sits before he stands, etc.). -Development is continuous but is not always smooth and gradual (rates of growth vary from one individual to another and within the individual). -There are certain critical periods for optimum development of certain functions and organs. -Physical development proceeds in a head-to-foot direction and from midline to outer extremities (a baby's head is larger in proportion to body, arm muscles develop before finger muscles, etc.). -Experiences at one stage of development affect future development.	Shuey, Woods, Young, Learning About Children, Ch. 1 Smart and Smart, Children. Development and Relationships, pp. 16-27

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have the pupils list the stages of personality development of an individual as follows: -develops a feeling of trust (usually of the mother) -develops a sense of importance as a person -identifies with and investigates the world around him -works hard on skills and takes a more realistic approach to life -develops feelings about self and goals -develops closer relationships with others. Have the pupils discuss the idea that one's earliest experiences form a basis for all that develops in later life, that an adult is never totally different from the child he once was. From this discussion lead pupils to an appreciation of programs designed to supplement one's early experiences, such as Head Start, etc.	Shuey, Woods, Young, Learning About Children, pp. 3-6
C. Processes of development 1. Physical	Using the Birth Atlas, have the pupils examine closely the illustration of the newborn baby. Note weight, length, body proportion, length of arms and legs, skin condition, hair, etc. Point out that average birth weight is usually tripled in one year and that body length increases over one third during the first year. Define the term neonate (newborn from birth through the first month of life). Other terms which should be defined are as follows: -vernix caseosa - waxy substance covering skin of newborn baby -colustrum - first food supplied by mother's breast	Birth Atlas, Maternity Center Association, Plate 16 Smart and Smart, Children. Behavior and Relationships, Ch. 3 Children's Bureau, Infant Care, pp. 5-8

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-meconium - first waste material evacuated from the colon -fontanel - soft spot in the brain case where membranes connect the bony parts of the skull. Have the pupils list the basic needs of the neonate, such as oxygen, food, drink, elimination, and temperature regulation. Discuss with the pupils how these needs are gratified (which needs are self-regulated and which must be met by others) and how satisfaction of these early needs may have long-reaching effects on the child's personality. Have the pupils discuss some of the causes of variations of body size, such as: -heredity -diet -sex of child -race -tension and anxiety -level of intelligence. Have the pupils observe an infant and report to the class what has been observed about sensory abilities. Have pupils use these suggestions to determine the infant's sense reaction: -Sight: Swing a brightly-colored object. -Hearing: Make a tone louder and softer. -Smell: Notice whether baby reacts to unpleasant odor. -Taste: Watch baby taste orange juice or watch a new food introduced. -Touch: Notice baby's reaction to a soft blanket.	Hurlock, Child Development, Ch. 4

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Clarify for pupils the motor responses which an infant can make at birth. Discuss the ways the following responses help the baby adjust to his external environment: -sucking reflex - aids in nourishment -pupillary reflex - contracts the pupils of the eyes in reaction to bright lights -grasp reflex - closes the hand when palm is touched -Babinski reflex - extends the big toe when foot is stroked -startle response - causes arms to be thrown apart and head back.	
	Discuss with the pupils the pattern of motor development. Have pupils give examples of development in each of the four major areas of development given below: -head region - eye coordination, reflex smiles, holding head up, etc. -trunk - turns the body, sits alone, controls elimination -arms and hands - reaching, grasping -legs and feet - kicking, rolling, crawling, walking.	Hurlock, Child Development, Ch. 5
	Define what is meant by the terms handedness (predominant use of one hand) and ambidexterity (use of both hands equally well). Discuss research related to the topic of changing a child's handedness.	Children's Bureau, Your Child From 1-6 pp. 52-53
	Have pupils discuss the effects of physical defects on the child; on the family.	
2. Intellectual	If possible have a pupil volunteer to make a tape of sounds made by a baby under one year and discuss early attempts at speech development in children. Point out to the class that cooing and babbling precede speech. Explain the values of these forms of speech development.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Discuss with pupils the important aspects of the intellectual growth of young children including: perception, language development, reasoning ability, and creativity.	Smart and Smart, Children. Development and Relationships, pp. 118-133, 206-240
	Have pupils consider the role that playing has in the intellectual development of children; for example: freedom to explore; examining objects, satisfying curiosity, actively learning how things work.	
	Discuss with the class the ways of encouraging and possibly increasing the perceptual development in children. Point out activities and experiences that relate to size, shape, color, form, number, amount, and distance that may form a basis for understanding and future learning.	
	Have pupils list the values that may be derived by children from having experiences with books, having stories read to them at an early age, examining and discussing the content of pictures, discussing a television show, and talking with other children and adults.	
	Have pupils read references on speech development. Discuss the following questions: -At what age does a child usually say his first word? -What parts of speech are usually learned first? -What factors may influence a child's ability to speak? -Why is stuttering common in young children? -What is the relationship between development of language skills and behavior?	Children's Bureau, Your Child From 1-6, pp. 16-19
	Have the pupils list some suggestions for parents to help their child develop good speech habits; for example: -Allow the child to speak as a child. -Do not tease the child about faulty pronunciation.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-Allow the child to behave as a child since talking is closely associated with one's self-concept. -Listen attentively to the child. -Do not force the child to show off for friends (say rhymes, etc.). -Read, sing, and talk to child frequently. -Play word games with the child.	
3. Emotional	Have the pupils read assigned references concerning the emotional development of young children. Following the reading, discuss the importance of satisfying early emotional experiences for children according to research which indicates that deprivation of affection affects both physical and mental health. Have the pupils view the film Children's Emotions. Following the film have the pupils list some common emotional patterns of children, such as: -affection -anger -fear -jealousy -worry -curiosity -anxiety -joy. Discuss with pupils some of the characteristics of children's emotions and point out to the class how different these characteristics are from those of adolescents and adults. Some characteristics are: -Children's emotions are brief. -Children's emotions are intense. -Children's emotions are displayed frequently. -Children's emotions shift quickly. -Children show a wide variety of emotional responses to given situations. -Children show emotions as symptoms of behavior, such as thumb-sucking, nail-biting, eye-blinking, etc. -Children want their needs satisfied immediately.	Landis, Your Marriage and Family Living, pp. 356-364 Smart and Smart, Children. Development and Relationships, Ch. 9 Film: Children's Emotions

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Explore with pupils some of the most common fears of infants and young children; for example: infants may fear loud noises, animals, strangers, dark rooms, being alone, sudden displacement, pain and high places; young children may fear a doctor or a dentist, ghosts or robbers, the dark, death, storms, snakes, and unusual animals. Topics for discussion are:

- -How is fear developed in children?
- -Which fears are instinctive?
- -Which fears are learned?
- -How can TV, movies, comics, and fairy tales frighten children?
- -What is the value of fear?

Children's Bureau, Your Child From 1-6, pp. 36-37

Have pupils define the term anxiety (distress or uneasiness caused by apprehension of danger). Help the pupils understand that a close relationship of a young child to a mother or mother substitute is needed to prevent undue anxiety in young children. Have pupils list ways in which anxiety of children may be indicated, such as:

- -brooding
- -blaming others
- -depression
- -nervousness
- -restless sleep
- -showing off
- -overeating
- -withdrawing
- -anger.

Landis, Your Marriage and Family Living, p. 358

Hurlock, Child Development, pp. 280-282

Have the pupils establish guidelines for practical application of the information related to fear and anxiety. Some suggested guidelines are:

- -Plan for a gradual transition if the child is to be separated from someone to whom he has become closely attached.
- -During illness or hospitalization place the child near a person to whom he is closely attached.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-Never force children into fearful situations, such as dark rooms, etc. -Prepare children in advance for situations which are about to happen by using dramatic play, stories, etc. -Comfort a child frightened by a dream, making sure he realizes it was a dream, and leave a light in his room if needed.	
	Have the pupils recall some situations which may cause jealousy in children, such as birth of a new baby, parental favoritism, etc.	Smart and Smart, Children. Development and Relationships, pp. 277-280
	Have the pupils discuss ways jealousy may be expressed by young children, such as: -finger or thumb sucking -aggression (biting, kicking, hitting, etc.) -bedwetting -naughtiness -destructiveness -venting of feelings on toys -verbal expressions (name calling, tattling, or infantile speech) -fantasy.	Children's Bureau, Your Child From 1-6, pp. 31-33 Hurlock, Child Development, pp. 288-292
	Have pupils note the following sex and age differences in jealousy: two out of three jealous children are girls, and the age peak for jealousy in young children is at three years.	
	Explain why the oldest child in a family is more often jealous than later born and why children from large families, as a rule, exhibit jealousy less often than children in small families.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have the pupils view the film Sibling Rivalry. Discuss some causes of sibling rivalry and suggest some ways that the attitude of parents and the methods of discipline used can reduce sibling rivalry. (Sibling rivalry may indicate a need for attention, affection, approval, praise or encouragement from parents.)	Film: Sibling Rivalry
	Survey the class to determine the ordinal position of the members--only children, first born, middle born, and last born. Have the pupils list the characteristics of each group and discuss ways in which parents might avert possible problems related to one's position of birth.	Landis, Your Marriage and Family Living, pp. 363-364 Duvall and Hill, When You Marry, pp. 4-5
4. Social	Have the pupils list some of the first positive social responses of the infant, such as smiling, recognition of another member of family, etc.	
	Clarify the need for early social development (learning to live socially with others) and discuss some of the factors that influence a child's social development in the home setting, such as: -relationship to parents -brothers and sisters -grandparents in the home -pets -television -books and stories -visits from relatives -household employees.	
	Discuss with the class some of the following elements of sibling relationships: -companionship -imitation -instruction -cooperation -competition.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have the pupils list as many examples as they can of role models provided by the parents; such as, man, woman, homemaker, provider, husband, wife, father, mother, worker, player, religious person, non-believer, good citizen, etc. Discuss some of the ways sex determines one's role in life; for example: girls are usually more protected than boys; boys are directed away from activities which tend to be feminine; boys are not allowed to cry, etc.	
	Clarify the difference between an unsocial child and an antisocial child, unsocial indicating a lack of training and antisocial indicating knowing how but failing to act in accepted manner.	Hurlock, Child Development, Ch. 8
	Have the pupils discuss differences between the social and the non-social child by explaining a social child as one who behaves in an approved manner, plays a prescribed role and has favorable attitudes toward people and social activities.	
	List with the class some ways the family can help the child to develop socially; such as: -providing opportunities for experiences outside family -providing opportunities to observe and practice correct social skills -allowing adequate time for social development -providing opportunities to enjoy social activities.	
	Have the pupils define the term discipline. Discuss with the pupils the need to help a child learn self-control. Have the class list some guidelines for parents to use in disciplining small children, including the following: -Make reasonable demands. -Use distraction rather than punishment. -Be consistent. -Repeat instructions if needed.	Landis, Your Marriage and Family Living, pp. 370-373 Children's Bureau, Your Child From 1-6, pp. 40-43

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-Adjust the method of discipline to age of child. -Give love and understanding. -Attempt to see child's viewpoint. Develop with the class the understanding that a better knowledge of young children provides young people with a basis for greater insight into the processes of personality development in themselves and others. (Ideally, a nursery school for pre-kindergarten pupils would be developed as an adjunct of the home economics department, to provide maximum quality in educational experiences for the children as well as the home economics pupils.) Until such time as nursery schools are developed, however, encourage the pupils to seek ways of observing children in many kinds of situations outside the classroom. If possible arrange for pupils to go in small groups to visit a nursery school. Following this visit, have pupils cite some opportunities for social development which were observed. Have pupils observe children playing. Instruct the class to note the age levels of children in each of the following types of play: solitary, parallel, and associative. Discuss the statement "Play is a child's work." Have volunteers from the class read recent articles or research concerning family life in the kibbutz and in communes, and report to the class on their findings and discuss how these types of living arrangements might affect family relationships.	
D. Care of children 1. Feeding	Have the pupils read assigned references concerning infant feeding. Following the reading, discuss the advantages of both breast feeding and bottle feeding, including the following:	Smart and Smart, Children. Development and Relationships, pp. 84-86, 104-111

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Breast feeding -provides natural immunization -requires no preparation -satisfies baby's sucking instinct -helps mother's uterus return to normal more readily -provides opportunity to develop close personal contact with mother. Bottle feeding -permits baby to be fed by others, particularly the father -releases mother for other activities -may be necessary in case of emergency, such as illness.	Children's Bureau, Infant Care, pp. 13-22, 90-98 Shuey, Woods, Young, Learning about Children, pp. 125-141 Spock, Baby and Child Care, pp. 49-116
	Have a volunteer from the class look up the latest research findings on nutrition for the nursing mother. Report these findings to the class.	
	Have the pupils compile a list of the foods added to a baby's diet during the first year and review the nutrients essential for an adequate diet which can be provided by these foods.	
	Have the pupils plan a menu for a newborn child, a three-months-old child, a six-months-old child and a one-year-old child, incorporating strained foods, semi-solid foods, solid foods, cereals and juices.	Shuey, Woods, Young, Learning about Children, pp. 188-194
	Have the pupils consider some of the topics related to feeding young children, such as: -introducing new foods to child -teaching self-feeding to child -weaning baby from bottle and breast -selecting suitable foods for children	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-understanding food preferences of children -providing appropriate mealtime atmosphere.	
2. Bathing	Have pupils review information learned in the ninth grade unit in child development about bathing a baby; and have them list the important things to remember, when giving a bath; as the following: -Make bath time an enjoyable experience for both mother and baby. -Take time to talk to and play with the baby. -Assemble and arrange bath articles well in advance so it will not be necessary to stop during the bath. -Hold the baby carefully and gently to give him added security. -Never leave baby unattended for any reason.	Shuey, Woods, Young, Learning about Children, pp. 107-110
3. Clothing	Have pupils identify characteristics to look for in the selection of clothes for a baby, for example: -comfort in size, design, and fabric -ease of putting on and taking off -safety considerations (avoiding long ribbons, etc.) -ease of laundering -cost in relation to use. Have pupils recognize how self-help features in clothing contribute to the development of initiative in the young child. Include the following features: -grippers or Velcro -large buttons -front openings -enough room to allow for ease of dressing -elastic waistbands.	Baker and Fane, Understanding and Guiding Young Children, pp. 55-56, 109-111

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	(Although it has been a practice in some schools to include the experience of constructing a child's garment closely following the study of children's clothing, many factors should be considered concerning any decision to include this type of project; such as: -broad range of skills in clothing construction -composition of class (boys and girls) -value of experience relative to amount of time required for a quality product -guidelines for children's clothes followed in selection of pattern for project. In conjunction with these factors, an evaluation of the total unit should be carefully considered prior to determining if this activity will be used so that the importance of other phases of the unit will not be underestimated. If this activity is selected after consideration of these factors, not more than two or three weeks should be allotted for this experience.)	
4. Health	Have the pupils discuss the need for regular medical care in order to detect defects and to prevent illness. List the facilities available in the community for providing adequate health care for infants and pre-school children.	Shuey, Woods, Young, Learning about Children, pp. 169-172
a. Immunizations	Clarify what is meant by DPT immunization (diptheria, pertussis[whooping cough],and tetanus). List other immunizations which are recommended during the first year (polio, measles, and smallpox). Emphasize the importance of record-keeping either by pediatrician, physician or parent.	Children's Bureau, Infant Care, pp. 71-74, 99- Children's Bureau, Your Child From 1-6, pp. 65-68
b. PKU test	Explain the use of the PKU test (a test for presence of a rare disease named phenylketonuria, by checking analysis of urine on diaper of baby) and alert the pupils to the fact that if untreated, the disease will damage the baby's brain.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
c. Childhood diseases	List the communicable diseases most common among children and discuss causes, prevention, and treatment. Have a volunteer from the class read recent articles concerning the vaccine for rubella (German measles) and report the findings to the class.	
5. Safety a. Accidents	Ask each pupil to bring in articles from current newspapers and/or magazines relating to accidents. Survey the kinds of accidents mentioned in the articles and alert the pupils to the fact that accidents are the leading cause of death in young children. Point out common household items that cause accidents such as lamp cords, electrical outlets, fireplaces, dangling iron cords, ashtrays, bottled beverages, pins, scissors, hot pans with handles protruding over the edge of stove, etc. Discuss areas of the home that are most dangerous.	Children's Bureau, Your Child From 1-6, pp. 6-8, 74-76
b. Poisons	Identify some household items which may be poison such as, cleaning supplies, pesticides and insect sprays, clorox, certain household plants (mistletoe berries), medicines, etc. Discuss the function of Poison Control Centers and have the pupils use the telephone directory to find information concerning the Poison Control Center nearest their homes.	Spock, Baby and Child Care, pp. 534-539
c. Automobile d. Water	Have the pupils refer to news articles brought in to class in an earlier activity and have them note those accidents which occur outside the home, such as traffic or automobile accidents, drownings, etc. Have the pupils divide into groups of four to prepare large posters (24" x 36") related to the safety of children. Direct the pupils to include such ideas as accidents, early immunization, falls, poisons, etc. Allow one class period for planning and outlining ideas.	

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CONSUMER EDUCATION AND THE FAMILY

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CONSUMER EDUCATION AND THE FAMILY

INTRODUCTION

Our society is becoming more consumer conscious as the problems of the consumer are multiplying. High school pupils need more detailed information to aid them in the wise use of resources available to them. In order to do intelligent decision-making, they must consider the use of all resources: time, energy, money, goods and services.

Since choices of goods and services are constantly expanding and will probably expand at an even greater rate in the future, specific information alone will not answer the needs of these pupils as they proceed in life. They need to learn an approach to the problems of consumerism, a method of attack or a knowledge of how to solve problems for themselves. By developing common sense judgment early in life they will be better prepared to solve the problems of consumerism.

Since each person has individual needs and wants, he must learn to make use of intelligent freedom of choice in decision-making.

He must also know when to depend on others to protect him. His role as an adult citizen should include the promotion of laws designed to protect the public from unfair practices.

Each person or family needs to recognize his values or goals in order to be able to fulfill them most completely. Since these values and goals often are not consciously recognized, pupils need guidance in determining the direction their lives are to follow in order to fulfill them. The values and goals of a family or individual change and develop constantly. One's use of resources therefore must be constantly re-evaluated and sometimes redirected.

Due to widely varying socio-economics background of pupils, the teacher must use his own discretion in deciding the activities to choose.

Since an individual or a family cannot usually act as a consuming unit without also being involved as a part of the producing team, as part of the exchange between consumers and producers, or as part of the protection to these groups, the relationship between a healthy national economy and a healthy family economy and their dependence on each other become obvious. Each part of the economy has obligations to the other parts. Producers of goods and services have a moral obligation to treat the consumer fairly. The consumer in turn has a moral obligation to meet his obligations to producers and to other economic institutions.

Concepts developed in the units of Human Development and the Family and Housing and Interior Decoration can be woven into this unit on Consumer Education and the Family. Problems studied in these other two areas can serve as concrete examples of solving consumer problems by optimum use of time, energy and money.

The earnings planned for the pupil will educate him as an individual consumer and as a member of a consumer family. The modern family is subject

to many financial strains which good consumer education can reduce. The family can increase satisfactions by educating its members to meet the wants of the family. There must be an understanding of the life cycle of the family; as the family changes, its values, goals, needs, wants and resources vary and need to be reconciled. It is hoped that both boys and girls will be encouraged to study this material. Not only is there an increasing trend for men to make purchases than formerly, but when boys and girls study together, they learn to understand each other's consumer orientation. In other words, boys and girls need not only to be intelligent consumers, themselves, but they also need to understand each other as consumers. This understanding should help to decrease the strains in family life.

This unit of study has been prepared to meet the needs of two courses, a unit on consumer education for use in Living in the Home course and a specialized semester course, Consumer Education and the Family. Because a wealth of suggested activities and resources have been included, a teacher should carefully choose those activities and resources which best meet the needs of her pupils and should encourage their personal involvment in the study of consumer education.

SUGGESTED TIME ALLOTMENT

Consumer Education and the Family as a part of Living in the Home (thirteen weeks)

Concept I.	1 week	Concept V.	A	1 week
Concept II.	1 week	Concept V.	B	2 weeks
Concept III.	1½ weeks	Concept V.	C	1 week
Concept IV.	3 weeks	Concept V.	D	1 week
		Concept V.	E	1 week
		Concept VI.		½ week

Consumer Education and the Family as semester course (eighteen weeks)

Concept I.	1 week	Concept V.	A	2 weeks
Concept II.	1 week	Concept V.	B	2 weeks
Concept III.	2 weeks	Concept V.	C	2 weeks
Concept IV.	3 weeks	Concept V.	D	1 week
		Concept V.	E	1 week
		Concept V.	F	1 week
		Concept VI.		1 week

One week is left unplanned. It is suggested that this week be allotted to additional study in one of the five areas (A-F) in Concept V depending upon the interests of the class.

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INSTRUCTIONAL AREA: Living in the Home

UNIT: Consumer Education and the Family

GENERALIZATION: Greater satisfaction in family life may be achieved through an understanding of the motivations of family members in consumer decision-making, through an understanding of general economic conditions and their effect on consumer economics, through a knowledge of the influences of selling techniques on purchasing, through the ability of family members to manage their resources wisely, through the ability of family members to select goods and services carefully, and through the assistance of public and private protections available to the consumer and his own awareness of dangers.

CONCEPTS:

Personal and family motivations affect consumer decision-making.

General economic conditions affect family consumer economics.

Selling techniques influence family purchasing.

Wise management of resources helps a family to obtain its needs and wants and fulfill its goals.

Careful selection of goods and services enables a family to obtain satisfaction from its purchases.

The family as a consumer may be protected through the services of public and private agencies and its own awareness of possible dangers.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
I. Personal and family motivations Concept: Personal and family motivations affect consumer decision-making.		
A. The family as consumer 1. All members as consumers 2. The changing consumer 3. The informed consumer	To give pupils background information on the family as a consumer, have them view filmstrips and read selected references.	Filmstrips: Nos. 1 & 2, Our Role As Consumers and Consumers in the Market Place, Institute of Life Insurance

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-What is a consumer? -Why is the consumer important? -How have consumers changed in the last 50 years? -What is an informed consumer? -Why is it important to be an informed consumer?	Schoenfeld and Natella, The Consumer and His Dollars, pp. 1-3 Filmstrip and Record: The Consumer Decides, J. C. Penney Company
	Have pupils write a short paper on "My Role As A Consumer in Today's Society."	
B. Values of consumers 1. Categories a. Moral b. Social c. Aesthetic d. Cultural e. Economic	In order to help students become acquainted with the values which motivate them and the goals toward which they are directed, ask each pupil to complete the first column on a chart set up as follows: Spending and Earning Chart Column I: Ways I would handle $200. Column II: Ways I would obtain $200.	Thal and Holcombe, Your Family and Its Money, pp. 17-21
2. Major motivating agents a. Parents b. Peers c. Church d. School	After discussing the completed Column I of the chart with pupils, have them tell why they made their decisions. Then, introduce the words: values, motivating agents, goals; and discuss their meaning and significance in consumer decision-making. Collect the charts to be handed back to pupils for later use.	Nickell and Dorsey, Management in Family Living, Ch. 2 (Teacher's Reference)
3. Some value-stimulated goals a. Short term	To help pupils become better acquainted with values and goals affecting the family consumer, have them view and discuss the filmstrip and read assigned references.	Transparencies: The Rational Decision-Making Process, 3-M Company

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
(1) Passing a test (2) Working part-time (3) Making friends (4) Graduating from school b. Long term (1) Getting education (2) Achieving financial independence (3) Getting married (4) Entering a profession (law, medicine, etc.)	Lead students to understand that values may be defined as guides which tend to give direction to life; for example, if one values knowledge, he will often choose education in preference to recreation. Ask each student to list factors which usually influence his choices in the purchase of goods and services. Discuss with the class why some factors are so powerful and whether individuals should allow themselves to be influenced by these factors. Discuss these questions with the pupils: -What factors influence our goals? -How are goals and values related? -How do we select individual and family goals and values? -How do goals and values affect our spending; our choice of a career; our behavior at home or school? Discuss with pupils: -Should a high school pupil work part-time? -Who should determine the choice made? -How would the pupils be affected by his decision? -What also might be affected by the decision?	Filmstrip: No. 3, Consumers in Action Institute of Life Insurance Lewis, Burns, Segner, Housing and Home Management, Ch. 5 H.F.C., Your Guide for Teaching Money Management Institute, (Teacher's Reference) Forum - Fall-Winter, 1968 (Teacher's Reference) Thal and Holcombe, Your Family and Its Money, Ch. 5 U. S. Dept. of Agriculture Helping Families Manage Their Finances pp. 3-6
	Have pupils role-play a family discussion where goals are set up, based on family values. Guide pupils in deciding on priority of goals and how they may be fulfilled.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have pupils write a short paper listing some of their most important values and goals and what they must do in order to achieve them. Have pupils tell about the life of a famous person or a person they know well and then report on the values and goals that influenced that individual's life.	
C. Needs 1. Physical 2. Emotional	Discuss with pupils the meaning of needs. Have the class list the needs which are most important to them. Include physical needs, such as: food, shelter, clothing, clean environment, adequate medical and dental care and physical exercise. Also include emotional needs, such as: love, security, sense of achievement, personal recognition.	Thal and Holcombe, Your Family and Its Money, Ch. 2 Wilhelm, Heimerl, Jelley Consumer Economics, Pt. 4 (Teacher's Reference)
D. Wants (wishes, desires)	Discuss with pupils the meaning of wants and have the class list the following: -typical childhood wants (e.g., toys, parental approval, membership in peer groups: gang or team). -typical teenage wants (e.g., "fad" clothing, popularity with peers, education, control of one's own spending money). -typical adult wants (e.g., prestige jobs, financial security, children, creative outlets). Ask each pupil to list his own needs and wants. Have pupils discuss why their choices are different. To determine why people at two different age levels purchase particular items, have the class set up a "marketing survey" following these steps:	Nickell and Dorsey, Management in Family Living, Ch. 3 (Teacher's Reference) Seventeen, The Teenage Girl Today (Teacher's Reference) Schoenfeld and Natella, The Consumer and His Dollars, Ch. 4 Lewis, Burns, Segner, Housing and Home Management, Ch. 5

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SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	they play dual roles as labor, management or owners of the means of production and distribution. Return to pupils the Spending and Earning Chart introduced earlier and direct them to fill in the right hand portion using jobs selected from the newspaper "help wanted" ads and estimating wages for various types of work. Discuss the fact that many people function not only as consumers (spending money) but also as producers (earning money). Ask each pupil to tell the class why he thinks his ways of spending the money are justified, considering the hours of work needed to obtain that amount. To help pupils understand that all people are usually a part of both labor and capital, or even all three, labor, capital and management, ask them to mention people who serve in one, two, or all capacities. Discuss why this combination of roles is usually necessary. Guide pupils to an understanding that the second would be anyone who saves money in a bank, credit union, savings and loans institution, or buys stocks and bonds. Ask a member of the Junior Achievement group to visit the class and discuss the activities of the group, telling what he has learned about business practices.	Schoenfeld & Natella, The Consumer and His Dollars pp. 1-2 Thal and Holcombe, Your Family and Its Money, pp. 47-50
2. Money and credit	Discuss with the class the meaning of money and credit, bringing in these questions: How can credit be substituted for money? When would use of credit be unwise for a family? Under what circumstances	American Home Economics Association, Consumer Credit in Family Management pp. 129-133 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	should credit be used? Tell pupils that the use of money and credit will be discussed in detail later in the unit.	Schoenfeld and Natella, The Consumer and His Dollars pp. 169-178
3. Government controls a. Quality b. Safety c. Price	Discuss with the class the need of the consumer in our economy for protection against such dangers as: low quality products, harmful or dangerous products, price-fixing, etc. Because this is background material at this point and will be discussed in depth later, tell pupils they can expect to learn more about protective controls later in the unit.	Wilhelms, Heimerl, Jelley, Consumer Economics, Part 26 (Teacher's Reference)
B. Obligations of producer (labor, capital and management) 1. High-quality goods and services 2. Honest advertising 3. Honesty and ethics in selling practices 4. Fair dealing in competition 5. Protecting investor's money 6. Producing goods and services actually needed by consumer	Have pupils suggest reasons why producers and sellers of goods and services should assume certain obligations to the consumer. Present the following case study and related questions to the class: John Jones has just finished high school. He wishes to go to college to prepare to be a social worker. He has been working part-time in his father's gas station. John's father wishes him to work full time and eventually to open a chain of gas stations which John will manage. What should John do? What should his father do? How will the consideration of the obligations of the producer affect his decision?	
C. Obligations of the consumer	To demonstrate to the class the need for wise handling of resources by the consumer, have them discuss	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
1. To his family 2. To himself 3. To capital interests a. Sellers b. Creditors 4. To society in general	the consumer's obligations to his family, himself, capital, sellers, creditors, society in general.	Thal and Holcombe, Your Family and Its Money, pp. 50-59 Wilhelms, Heimerl, Jelley, Consumer Economics, Pt. 3, pp. 461-468 (Teacher's Reference)
D. Major price determiners 1. Supply and demand	As an introduction to price determiners, define with the pupils the meaning of supply as available goods and services and the meaning of demand as the willingness and ability to purchase. Discuss with pupils how supply and demand affect prices. Have pupils ask a local merchant why prices of various items are raised or lowered and share these responses with the class. Have each pupil contact three merchants, each dealing in a different commodity; e.g. cars, candy, toys, air conditioners, beach wear. Have the pupils try to get an explanation of why the demand for goods varies during the year and how it affects prices.	Schoenfeld and Natella, The Consumer and His Dollars, pp. 3-9 Wilhelms, Heimerl, Jelley, Consumer Economics, pp. 160-162 (Teacher's Reference)
2. Foreign competition a. Buying power of consumer	Discuss with the class the effect of lower-priced foreign goods on: -the buying power of the American consumer -the wages of American workers -the quality of products available to American consumers	
b. American wages	Have the class organize a panel to discuss whether tariffs should be placed on imported items and	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
c. Quality of product	whether tariffs are beneficial to the American consumer. Have the panel include items such as textiles, cars, canned meats, cameras, TV, radios, etc.	
3. Taxes a. Hidden b. Other (1) Sales (2) Income	Discuss with the class why taxes affect prices and in the discussion help the pupils to understand the term hidden taxes and real income; discuss the effect of taxes on real income. In a round table discussion have the class consider the extent to which the American consumer is both helped and hurt by Federal, state, and local taxes. Ask each pupil to speak to one adult about taxes and write a one-page paper on what he learns. From these interviews, have pupils decide whether most adults support a raise in taxes and if so, under what circumstances.	Wilhelms, Heimerl, Jelley, Consumer Economics, Part 28 (Teacher's Reference) Schoenfeld and Natella, The Consumer and His Dollars, Ch. 13
4. Services to consumer a. Delivery b. Credit c. Advice d. Other	Clarify the meaning of extra service for the class and have them discuss how extra service affects the price of single items. For this discussion suggest: -cut-rate gas stations, -grocery stores offering home delivery and charge account services, -sports or hardware stores offering "advice" to the buyer. To determine which type of stores would be most advisable for a particular patron discuss the relationship between the needs of the consumer and the services available.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
5. Expenses of seller a. Overhead b. Materials c. Labor d. Other	To introduce pupils to an understanding of the expense incurred by a seller, have pupils note the differences between wholesale prices and retail prices. Use wholesale and retail catalogs for this activity. After noting these differences, discuss why they vary and whether or not it is possible for a retail seller to sell at wholesale prices.	Wilhelms, Heimerl, Jelley, Consumer Economics, pp. 162-166 (Teacher's Reference)
6. Economic cycles a. Inflation b. Depression	Explain to the class the words peak and trough as they apply to economic cycles and discuss the meaning of inflation and depression. Prepare a graph, with the help of the class, showing how average personal incomes have varied over the years. Point out the peaks and troughs. Discuss how they affect the real income of a family. Ask pupils to bring in and share newspaper and magazine articles discussing this topic. As a review, ask pupils to speak to two older people about inflation and/or depression and then prepare a statement summarizing what they learned from the interview about the effects of such periods on the lives and personal finances of these people.	Schoenfeld and Natella, The Consumer and His Dollars, pp. 9-12 Wilhelm, Heimerl, Jelley, Consumer Economics, p. 35 (Teacher's Reference)
III. Selling techniques Concept: Selling techniques influence family purchasing.		
A. Advertising 1. Types	Ask pupils to bring in printed ads that: -appeal to our desire to economize -stimulate a sense of fear	Wilhelm, Heimerl, Jelley, Consumer Economics, Pt. 12 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
a. TV b. Radio c. Printed materials	-give the impression that a product has certain qualities even though the ad does not specifically state them.	
2. Appeals a. Desire to save money b. Desire to avoid danger c. Vague	Have each pupil discuss his ad with the class using the following questions as a basis for discussion: -Do you like the ad? -Does it appeal to you? -What factual information does the ad offer you? -In what way, if any, is the product beneficial or worth its cost? -What kind of "quality seal" does the product carry? -Are any statements evasive, non-informative, or misleading? -Is the product harmful or dangerous in any way? -To what type of person would the ad seem to appeal? (age, sex, economic or educational level)	
3. Results a. Influencing consumer choices b. Stimulating consumer purchases c. Changing standard of living	Discuss the following questions with the pupils: -How does advertising affect consumer choices? -Does advertising give any positive value? -Does advertising do any harm?	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
4. Special considerations of TV advertising a. Time slot b. Program type c. Character depicted d. Type of consumer considered (1) Child (2) Teen-ager (3) Young adult (4) Middle-aged adult (5) Senior citizen	Have pupils observe several TV commercials and write reviews of three of them, explaining (when applicable) the following: -why they were set up for that particular time slot -why they were included in a particular type of program -why a specific type of person is depicted in the commercial -what type of consumer they were trying to reach -whether the commercials overstate the value of the product -whether the commercials misrepresent a product -whether the commercials are presented by a famous person or a person who seems to present a scientific background related to the product.	
B. Built-in obsolescence 1. Style 2. Service	In order to have pupils understand how they may be forced to buy new items because of the changes in style or the breakdown in service, start a discussion about such purchases as their cars and clothes.	
C. Brand names	To determine how both pupils and adults react to brand names, have pupils poll adults and teen-agers by using a "reaction" sheet with three columns as follows:	Wilhelms, Heimerl, Jelley, Consumer Economics, Pt. 15 (Teacher's Reference)

Brand Names	Would Buy	Would not buy

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SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have a group tabulate the results of the "reaction" sheet to determine which brand names are most acceptable to adults, to teen-agers, to both.	
D. Labeling techniques	Have pupils compare two different brands of a food or other product, with the labels removed and with the labels intact, to determine if the reactions of pupils change. Discuss the reasons for any changes which may occur. After studying at least four different labels for each of several different products to discover which labels give the most information, have the class open the packages to see if the labels are truly indicative of the contents. Have the class discuss what constitutes good labeling and then make a list of the characteristics of good labels. Have each pupil prepare a label for a favorite item, incorporating the features of good labeling.	
E. Packaging	Prepare a display for the class which includes several products, each packaged in different ways; e.g.: -soft drink in returnable and non-returnable bottles -dry cereal in a bag and in a box -fruit salad in a jar and in a can. Discuss with the class which type of packaging is more desirable and why. Discuss whether or not the cost may have been affected by the packaging. Have the pupils list the characteristics of good packaging.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
F. Promotional devices 1. Bait and switch 2. Referral racket 3. Charity typs 4. Free samples 5. Give-aways 6. Phone sales 7. Land fraud sales 8. Unrequested mail sales 9. Gift stamps and coupons	Explain high pressure selling techniques and terms to the class and discuss the possible pitfalls of each. Have class members discuss these sales techniques with people outside of school who may have seen them used and share with the class what they learn. Ask pupils to bring to class some examples of sales promotional devices. For a review develop with the class a check-list of forces influencing consumers. Have each pupil recall five items he has bought recently and, using the checklist, tabulate his reasons for making these purchases.	Better Business Bureau, Consumer's Buying Guide, Ch. 11
G. "Sales" (Come-on bait)		
IV. Resources available to families		
Concept: Wise management of resources helps a family to obtain its needs and wants and fulfill its goals.		
A. Time 1. Schedules 2. Management a. For tasks	To acquaint pupils with time-saving technqiues, ask each pupil to choose a task which he does regularly away from school, such as yard work, dishwashing, bedroom cleaning, service station work, grocery checking at the supermarket, etc. Direct pupils to perform this task for a specified number of times, keeping a record of the	Lewis, Burns, Segner, Housing and Home Management, Ch. 6

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SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. For leisure	number of minutes required to perform the task each time. Ask pupils to list suggestions for ways to save time; for example, use of different tools or utensils, change of posture while doing work, change of sequence of performance of different parts of the task. Have pupils apply these suggestions when repeating the task for the same number of times. Discuss with the class whether more or less time was expended in performing the task after time analysis and why such results were obtained.	Nickell and Dorsey, Management in Family Living, Ch. 5 (Teacher's Reference)
	Discuss with pupils this problem: Although we all have the some amount of time available, why do some people seem to have "more time" than others?	
	Discuss with pupils how a schedule aids in the wise use of time. Have pupils make a schedule of their day. After evaluating the schedule to see where time can be saved, have them make revisions.	
B. Energy 1. Preservation 2. Use	Discuss with pupils the energy expended in carrying out various tasks. Ask if they ever have that "tired, worn-out feeling". Ask them to suggest some reasons for fatigue. Have them list some ways to do tasks which would preserve energy for more enjoyable activities. Have each pupil list the chore which he likes least to do. Discuss why the pupil dislikes this chore and how to make the task more appealing as well as to save energy.	U.S.D.A. Yearbook of Agriculture 1965, Consumers All, pp. 121-123 (Teacher's Reference) Peet, Equipment Guide, Ch. 10 (Teacher's Reference)
C. Money	Have the class discuss how the following resources can be interchanged: time, energy, money, knowledge,	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
1. Sources a. Paid employment	skills, and free or low cost community resources. Ask the class to discuss: -the value of education and training in providing income -how work can offer personal satisfaction as well as money income -why the choice of an occupation should be guided by one's values, abilities, interests, goals, and job opportunities.	
	Discuss with pupils those questions which may arise if a wife and mother works outside the home; include references to the effect on family life, adjustment to a single income if she stops working, use of second income, added expense of her working.	U.S.D.A. Yearbook of Agriculture 1965, Consumers All, pp. 175-178 (Teacher's Reference)
	Have pupils consider how incomes of women compare with those of men.	
b. Investments (1) Stocks and bonds (2) Real estate rental (3) Savings (4) Pension (5) Insurance	Briefly mention the source of investment money so that pupils know how it is obtained and how investments can be used for income.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
c. Inheritance		
d. Others		
2. Budgeting	With the class discuss what a budget is, the values of a budget, and how to make a budget work. On the chalkboard list steps in making a budget and items which must be included in a budget.	Schoenfeld and Natella, The Consumer and His Dollars, Ch. 8
a. Periodic control of income		Money Management Institute, H.F.C., Your Budget
b. Mechanics	Allow pupils two weeks to analyze their personal incomes or allowances and expenditures according to the chart on the following page:	Thal and Holcombe, Your Family and Its Money, Ch.6 (Teacher's Reference)
(1) Statement of family income (2) List of fixed expenses (3) List of variable expenses (4) Provisions for emergencies		U.S.D.A. Home Economics Research Helping Families Manage Their Finances Sec. III

BUDGET FOR TEENAGER

Date	Income (allowance, job, etc.)	Estimated	Actual
	Totals		

Date	Expenses	Estimated	Actual
	Fixed expenses		
	Lunch		
	School supplies		
	Transportation		
	Other		
	Flexible expenses		
	Snacks		
	Recreation		
	Cosmetics and grooming		
	Clothes		
	Gifts		
	Other		
	Savings		
	Emergencies		
	Short term goals: (list)		
	Long term goals: (list)		
	Totals		

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

At the end of the two week period, have pupils evaluate their budgets as to the wisdom of their choices and list alternative choices which might have been better. Suggest to the class that this might include entirely different items or services, or those of different quality or prices.

Have each pupil make an estimated list of expenses which they expect to encounter as seniors during the remainder of the school year. Discuss with pupils how they plan to meet these expenses. Ask each pupil to keep an actual listing of money spent for wants and needs as the year progresses. Occasionally have pupils compare their accounting in this activity, including a comparison of the expenses of boys with the expenses of girls. Discuss with pupils how they actually are meeting these expenses.

To learn how adults can plan to meet their expenses, have pupils consider the following hypothetical situation:

A young couple has a total income of $7500 (adjust this figure if desirable). The wife earns $2800. They are expecting their first child in five months and the wife will quit working in three months. They have been married for three years. They must make car payments of $65 per month on their two-year old car for one more year. They pay $95 per month rent for an unfurnished four-room apartment. They pay $30 per month on furniture and have eleven more payments to make.

Nickell & Dorsey Management in Family Living, Ch. 9 (Teacher's Reference)

National Education Association. Teacher's Guide To Financial Education, Ch. 3 (Teacher's Reference)

Following a discussion of the hypothetical situation, make available to pupils the average figures that such a family would use in setting up a budget, including taxes, food costs, clothing costs, etc. Using these figures, assign pupils to develop the following:

- -a monthly budget which the hypothetical family could have been following for the past year
- -a monthly budget to follow after the wife quits her job.

Direct the pupils to use the following worksheet for this assignment.

Sample Form On Which To Record Budget Estimates

INCOME

	EXPENSES	WEEKLY	Either or	MONTHLY
HOUSING	RENT OR PAYMENT			
	UTILITIES			
	HEATING			
	TAXES			
	WATER			
	REPAIRS, APPLIANCES REP.			
FOOD	FOOD (Groceries, meat & supplies)			
	MILK BILL			
	BAKERY OR DELIVERED GOODS			
CAR	GAS & OIL			
	REPAIRS, TIRES, ETC.			
	LICENSE			
INSUR-ANCE	HOSPITAL			
	CAR			
	HOUSEHOLD			
	ALL LIFE			
PER-SONAL	BARBER & BEAUTY SHOP			
	ALLOWANCES			
	TOILETRIES			
	CIGARETTES & TOBACCO			
MEDI-CAL	DOCTOR			
	DENTIST			
	DRUGS			
CLO-TH-ING	FAMILY			
	CLEANING & LAUNDRY			
SAV-INGS	BANK			
	OTHER			
	OTHER			
GIFTS	BIRTHDAY			
	CHRISTMAS			
	ALL OTHER			
EDU-CA-TION	TUITION			
	BOOKS, PAPERS, MAGAZINES			
	EQUIPMENT			
DO-NA-TION	CHURCH			
	ALL OTHER			
ENTER-TAINMENT	MOVIES & PLAYS			
	DINNER OUT			
	PARTIES			
	CLUBS & SPORTS			
	BEVERAGES			
	VACATIONS (Planned)			
MISCELLANEOUS	DUES, UNION & OTHER			
	SOCIAL SECURITY			
	INCOME TAX			
	MISCELLANEOUS			
	INSTALLMENT PAYMENTS (Total)			
	(Use a separate sheet to calculate and insert here.)			
	TOTALS			

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Saving	Discuss with pupils why it is important to save, how much should be saved, and why it is important to plan for regular savings as a fixed expense.	Thal and Holcombe, Your Family and Its Money, Ch. 11
a. Bank Savings (1) Savings banks (2) Commercial banks	Divide the class into groups and have each group find out and report to the class the following information about saving in banks, savings and loan associations, credit unions and U. S. Government banks: -the interest paid by each -the services provided by each -the degree of risk of each.	Schoenfeld and Natella The Consumer and His Dollars, Ch. 12
b. Savings and loan associations	After these group investigations and reports, give each pupil an imaginary $1000 to invest using one of the savings methods discussed. Have each pupil explain why the respective savings method was chosen and what the "results" of the investment are.	National Education Association, Teacher's Guide to Financial Education, Ch.2
c. Credit Unions		H.F.C. Your Savings and Investment Dollar pp. 5-10
d. U. S. Government (bonds)		Smith, Pratt, et al, Time-Life Book of Family Finance, Ch. 11
		Nickell and Dorsey, Management in Family Living, pp. 340-366

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
e. Insurance savings (1) Life insurance (a) Term (b) Endowment (c) Straight life	Discuss with pupils what life insurance is. Explore the various types and the advantages and disadvantages of each. Have each pupil decide what type and amount of insurance he will purchase for these situations: a single adult with no dependents; a couple with three young children.	Schoenfeld and Natella, The Consumer and His Dollars, Ch. 11 Thal and Holcombe, Your Family and Its Money, Ch. 10
(2) Health and/or accident insurance (3) Homeowners insurance (4) Car insurance	Assign pupils to assume the roles of insurance salesmen, each selling a different type of insurance. Have members of the class act as buyers, carefully questioning the salesmen as to need, source, cost, and coverage of each type of insurance. To explain how insurance needs are determined, have the class fill out the following worksheet for a typical family:	H.F.C. Money Management Institute, Your Savings and Investment Dollar, pp. 11-15 Smith, Pratt, et al, Time-Life Book of Family Finance, Ch. 5

A SAMPLE WORKSHEET TO DETERMINE INSURANCE NEEDS*

EXPENSES	RESOURCES	
FINAL EXPENSES	TOTAL RESOURCES	
Medical Care	Savings	
Funeral	Social Security	
Debts and Bills	Stocks, bonds	
(Estate) Taxes	Real Estate	
Insurance loans	Medical Insurance	
Estate Settlement Fees	Other	
Extra Family Expenses		
**Mortgage Balance Outstanding or Payments Pending Sale		
Other		Needed from life insurance for final expense
TOTAL $	less TOTAL $	= $

FAMILY'S OR SPOUSE'S MONTHLY EXPENSES	MONTHLY INCOME AVAILABLE	
Housing	Social Security	
Utilities & Household operation	Investments	
Child Care	Earnings	
Food	Pension	
Clothing	Annuities	
Medical Care	Other	
Transportation		
Other (recreation, personal care, etc.)		Needed monthly from life insurance
TOTAL $	less TOTAL $	= $

EMERGENCY FUND	EMERGENCY FUND	
Estimated Need $	less Cash Available $	Needed from life insurance = $

SPECIAL FUNDS (e.g. educ.)	SPECIAL FUNDS	
For	Cash	Total needed from life insurance
For	Investment	
TOTAL $	less TOTAL $	= $

Grand Total needed from Insurance $ _____

*A teacher may not wish to have class fill out this form. It will depend on the ability level of the class. It may merely serve as a summary of expenses to be considered in case of death.

**Mortgage payments can be continued by spouse if her (his) income is sufficient.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
f. Investing (1) Stocks (2) Bonds (3) Real estate	Discuss briefly with pupils: the difference between investing, speculation, and gambling; the reasons for investing, and the different types of investments. Have each pupil pretend to buy 10 shares of stock of his choice and follow the stock reports for daily price listings of the stock selected. At the end of a given period of time, direct pupils to "sell" the stock and report to the class what was "made" or "lost."	H.F.C. Money Management Institute, Your Savings and Investment Dollar, pp. 20-36
g. Retirement savings (1) Need (2) Types (a) Pensions (b) Social Security	In order to point up the need for retirement planning, ask pupils to suggest examples of people who have planned well for retirement and those who have not planned so well, and discuss the factors of successful vs. unsuccessful planning. Discuss some of the retirement arrangements provided by various companies. Discuss Social Security Old Age and Death benefits with the class. To acquaint pupils with specific information about Social Security payments, distribute copies of the following chart for class discussion:	Social Security Kit: Income Maintenance Health Insurance (Teacher's Reference) H.F.C. Money Management Institute, Your Savings and Investment Dollar, pp. 15-19 Thal and Holcombe, Your Family and Its Money, pp. 200-203

MONTHLY SOCIAL SECURITY CASH BENEFITS

Average yearly earnings covered by Social Security	$3000	$4200	$5400	$6600	$7800
Retired worker 65 or older Disabled worker under 65	115.00	140.40	165.00	189.90	218.00
Wife 65 or older	57.50	70.20	82.50	95.00	105.00
Retired worker at 62	92.00	112.40	132.00	152.00	174.40
Wife at 62, no child	43.20	52.70	61.90	71.30	78.80
Widow at 62 or older	94.90	115.90	136.20	156.70	179.90
Widow at 60, no child	82.30	100.50	118.10	135.90	156.00
Disabled widow at 50, no child	57.60	70.30	82.70	95.10	109.20
Wife under 65 and one child	87.40	140.40	165.00	190.00	214.00
Widow under 62 and one child	172.60	210.60	247.60	285.00	327.00
Widow under 62 and two children	202.40	280.80	354.40	395.60	434.40
One child of retired or disabled worker	57.50	70.20	82.50	95.00	109.00
One surviving child	86.30	105.30	123.80	142.50	163.50
Maximum family payment	202.40	280.80	354.40	395.60	434.40

INFORMATION FROM U.S. DEPT. OF HEW
SOCIAL SECURITY ADMINISTRATION

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have pupils consider the following questions: -What factors make one eligible for Social Security? -How is Social Security financed? -What determines the benefits for which one is eligible?	
c. Others	Discuss other ways of saving for retirement.	Smith, Pratt, et al, Time-Life Book of Family Finance, Ch. 10
4. Taxes	Have pupils discuss the following: -Who pays taxes? -Why are taxes needed? -What are the principles of taxation? -What are hidden, property, sales, and income taxes? -What services are provided by our federal taxes? -What services are provided by our state taxes? -What services are provided by our local taxes? -What percentages of our income go for each of the above?	Schoenfeld and Natella, The Consumer and His Dollars, Ch. 13 U.S. Treasury Department, The Teaching Taxes Program; Your Federal Income Tax (Teacher's Reference) State of Maryland, Income Tax Withholding Tables
a. Source		
b. Need		
c. Types		
d. Services they pay for		
e. Mechanics of income tax payment	Discuss with the class why record keeping is important for figuring taxes. Have available for each student federal income tax forms from the local Internal Revenue Office and state income tax forms from the Office of the Comptroller. Have the class fill in the tax return forms for an average family's financial situation.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
5. Consumer Credit a. Sources (1) Charge accounts (2) Credit cards (3) Bank loans (4) Credit union loans (5) Installment credit (6) Personal finance company loans (7) Personal loans from family and friends (8) Savings and loan associations	Have pupils read references to find answers to the following questions: -What is credit? -How do we use it? -Why do we use it? -What are the advantages and disadvantages of credit? -How much credit should one use? Show the class illustrations of various credit cards. Discuss how one can make wise use of credit cards and how unwanted credit cards can be handled. Give the class this hypothetical situation: A television set is available for $290 with no down payment and $25.50 monthly for one year or with a 10% discount for cash. Ask class to decide how this purchase should be financed and give reasons for choice of financing. Have the class set up a list of rules for a wise borrower to follow, including rules about: -shopping for rates -knowing total cost of loan -understanding the contract and its legal implications -total amount of credit to buy -repayment according to schedule To give the class an opportunity to compare credit sources, have pupils fill in the chart on the following page and then discuss the most desirable types of credit.	American Home Economics Association, Consumer Credit in Family Financial Management (Teacher's Reference) Thal and Holcombe, Your Family and Its Money, Ch. 7 Schoenfeld and Natella, The Consumer and His Dollars, Ch. 9 Smith, Pratt, et al, Time-Life Book of Family Finance, Ch. 2 U.S.D.A. Yearbook of Agriculture 1965, Consumers All, pp. 157-161 (Teacher's Reference) National Education Association, Teacher's Guide to Financial Education, Ch. 1 (Teacher's Reference) Filmstrips: Credit Concepts; Credit Sources; Charge It, Please; The Installment Contract

Sources of Credit

Source of credit	% of interest charged per month on unpaid balance	% of interest charged per year on total loan	Additional charges if any	Usual length of credit repayment period	Ease of repayment	Advantages	Disadvantages
1.Charge Account							
2.etc.							

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Government control c. Credit ratings	Show the filmstrip Truth in Lending and discuss what protection the Federal truth-in-lending law offers. Discuss with the class why interest should be expressed as indicated in the law. Define with the class the term credit rating and discuss why it is important.	Filmstrip and record Truth in Lending, Federal Reserve Board
6. Governmental provisions for family emergencies a. Unemployment insurance	Explain to the class the values of unemployment insurance program to the individual and our general economy. Discuss the main benefits, the eligibility requirements, and the method of financing the program. Describe for the class the period of time during which benefits are paid, the waiting period before benefits begin and how benefits are affected by illness, quitting a job, being "fired" from a job, and going on strike.	Schoenfeld and Natella, The Consumer and His Dollars, p. 242
b. Disability insurance	Discuss disability insurance with the class and explain under what circumstances an individual is eligible for disability compensation. Have the class consider what factors determine the amount of benefits received.	Social Security Kit: Income Maintenance Health Insurance
c. Medicare	Discuss Medicare with the class including who is eligible for hospital and medical benefits, what the cost of this insurance is, what the benefits are and to what extent the benefits are limited.	Social Security Kit: Income Maintenance Health Insurance
7. Wills and estate planning	Briefly discuss wills and estate planning, their contribution to economic security, their advantages and disadvantages, and the important considerations in making a will. Have pupils discuss the following Last Will and Testament:	Smith, Pratt et al, Time-Life Book of Family Finance, Ch. 13

LAST WILL AND TESTAMENT

1. I give my wife only one-third of all my possessions, and I give my children the remaining two-thirds.

2. I appoint my wife as guardian of my children, but as a safeguard I require that she report to the Probate Court each year and render an accounting of how, why and where she spent the money necessary for the proper care of my children.

3. As a further safeguard, I direct my wife to produce to the Probate Court a Performance Bond to guarantee that she exercises proper judgement in the handling, investing and spending of the children.

4. As a final safeguard, my children shall have the right to demand and receive a complete accounting from their mother of all of her financial actions with their money as soon as they reach legal age.

5. When my daughter reaches age 18, she shall have full right to withdraw and spend her share of my estate. My son shall have his right as soon as he reaches age 21. No one shall have any right to question my children's actions on how they decide to spend their respective shares.

6. Should my wife remarry, her second husband shall be entitled to one third of everything my wife possesses. Should my children need some of this share for their support, the second husband shall not be bound to spend any part of his share on my children's behalf.

7. The second husband shall have sole right to decide who is to get his share, even to the exclusion of my children.

8. Should my wife die while any of my children are minors, I do not wish to exercise my right to nominate the guardian of my children.

9. Rather than nominating a guardian of my preference, I direct my relatives and friends to get together and select a guardian by mutual agreement.

10. In the event that they fail to agree on a guardian, I direct the Probate Court to make the selection. If the court wishes, it may appoint a stranger acceptable to it.

11. Under existing tax law, there are certain legitimate avenues open to me to lower death taxes. Since I prefer to have my money used for governmental purposes rather than for the benefit of my wife and children, I direct that no effort be made to lower taxes.

If you have not executed a legal will, the above are some of the conditions that may prevail upon your demise.

THE MORAL OF THIS STORY IS: MAKE A WILL.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
8. Mechanics of handling money a. Money orders b. Cash c. Checks	Discuss the advantages and disadvantages of the different ways of handling money. Show the filmstrip How To Use Your Checkbook. To give pupils practice in the use of a check book, have them complete sample checks and check stubs, using the forms on the following resource pages. To acquaint pupils with types of check endorsements, distribute and discuss dittoed copies of various endorsements. Use the following resource page for suggestions.	Filmstrip and tape: How To Use Your Checkbook (Eyegate House) Mobile Educational Technology Unit Wilhelms, Heimerl, Jelley, Consumer Economics, pp. 364-370 (Teacher's Reference) Thal and Holcombe, Your Family and Its Money, pp. 226-231

No. _____ Date _____

To _____

For _____

Balance For'd. _____

Am't Dep. _____

Total _____

Am't this check _____

Balance _____

No. _____

Date _____ 19____

Pay to the Order of SPECIMEN $ _____

No Bank
Notown, Md.

_____

No. _____ Date _____

To _____

For _____

Balance For'd. _____

Am't Dep. _____

Total _____

Am't this check _____

Balance _____

No. _____

Date _____ 19____

Pay to the Order of SPECIMEN $ _____

No Bank
Notown, Md.

_____

No. _____ Date _____

To _____

For _____

Balance For'd. _____

Am't Dep. _____

Total _____

Am't this check _____

Balance _____

No. _____

Date _____ 19____

Pay to the Order of SPECIMEN

No Bank
Notown, Md.

_____

KINDS OF ENDORSEMENTS

Mary Black

BLANK ENDORSEMENT

A blank endorsement is simply the signature of the endorser on the back of the instrument without notation or comment. Anyone may cash check.

Pay to the order of William Jones

SPECIAL ENDORSEMENT

A special endorsement is the signature of the endorser preceded by the words "Pay to" or "Pay to the order of" on the back of the instrument. No one else but the endorsee may cash the check.

Without recourse
Charles Smith

QUALIFIED ENDORSEMENT

A qualified endorsement means the endorser assumes no reponsibility for payment by the maker of the instrument.

For deposit only
Mary Black

RESTRICTIVE ENDORSEMENT

A restrictive endorsement is one which restricts further negotiation of the instrument to the purpose specified. This means the check may only be deposited in the bank.

Pay to the order of
Charles Smith upon
completion of my driveway
Mary Black

CONDITIONAL ENDORSEMENT

A conditional endorsement places a condition to the endorsement. The condition, also, makes further negotiation impossible.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

V. Purchasing of goods and services

Concept: Careful selection of goods and services enables a family to obtain satisfaction from its purchases.

A. Clothing

1. Role of clothing

a. Wearer's protection

b. Extension of wearer's personality

Discuss with pupils the role of clothing in society today. Ask questions such as:
-Why do we need clothing?
-Why do we buy certain styles of clothing?
-Why is wearing apparel important?

To dramatize the importance of appearance in forming impressions of people, have the pupils role-play the following:
An employer is interviewing two people for a job in an office. One person is appropriately dressed; the other is not
Ask the class to discuss the selection of the employer; who would get the job; why.

Use role-playing to illustrate the importance of clothing choices in school situations and social events in and out of school.

Schoenfeld and Natella, The Consumer and His Dollars, pp. 115-120

Craig, Clothing A Comprehensive Study, pp. 179-187

2. Evaluating a wardrobe

a. Condition of present clothing

(1) Fashion
(2) Repair
(3) Cleanliness

Discuss with the class how clothing needs are based on activities in which they participate.

Discuss the statement "I have a closet full of clothes but nothing to wear." Ask pupils how clothes can be made more suitable for further use.

Have pupils evaluate their closets and fill in the chart on the following page for pupil's personal use only and not to be handed in.

Craig, Clothing A Comprehensive Study, pp. 312-337

WARDROBE CHECKLIST

Clothing Item	Clothes I Own	Color	Brief description of activities in which I participate	Clothes I Need	Color	Cost of Needed Items
SCHOOL OR WORK						
Dresses						
Skirts						
Blouses						
Sweaters						
Ensembles						
Jacket Dresses						
Suits						
Jackets & Coats						
Extras: Shoes						
Headwear						
Purse						
Gloves						
Boots						
Others						
CASUAL AND SPORTS						
Dresses						
Skirts						
Blouses or Shirts						
Sweaters						
Slacks or Trouser						
Shorts						
Headwear						
Shoes						
Others						
DATES, STREET, WORSHIP SERVICE						
Dresses						
Skirts						
Blouses						
Sweaters						
Ensembles						
Jacket Dresses						
Suits						
Jackets or Coats						
Shoes						
Headwear						
Purses						
Gloves						
Others						
MISCELLANEOUS						
Hose						
Underwear						
Sleepwear						
Others						

Total Cost $ _____

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Suitability of present clothing (1) For wearer (2) For activity (3) For appearance	Discuss why there is a need for careful decision-making in allocating money for clothing for various family members.	Garrett and Metzen, <u>You Are A Consumer of Clothing</u>, Ch. 3
	Discuss with class members the source or sources of their clothing money. Ask them how the source of the money (pupil's allowance; paychecks, parent, husband, etc.) affects the way in which it will be spent and who makes the decisions for its use.	Seventeen, <u>The Teen-Age Girl Today</u> (Teacher's Reference)
	Discuss how time and skills can be substituted for money in obtaining clothing for family members.	Nickell and Dorsey, <u>Management in Family Living</u>, pp. 529-532 (Teacher's Reference)
	Discuss the cost and advisability of purchasing clothing construction equipment, especially sewing machines.	Craig, <u>Clothing, A Comprehensive Study</u>, pp. 343
	Have the class discuss the statement "One does not have to be rich in order to dress well." Ask the class to explain what this means and how it can be true.	H.F.C., Money Management Institute, <u>Your Clothing Dollar</u>
	To show pupils the relationship between income levels and clothing expenditures, present to the class Bureau of Labor Statistics information on percentages of income spent at various income levels on clothing. Using the chart filled out earlier, have pupils determine the total amount of money needed to complete their wardrobes for one year. Urge them to do some careful "shopping" in stores or catalogs in order to bring the total cost in line with money and skills available.	Nickell and Dorsey, <u>Management in Family Living</u>, pp. 258-259 (Teacher's Reference)
3. Planning to extend a wardrobe a. Clothing needs b. Clothing wants c. Available resources (1) Money (2) Time (3) Skill		
4. Selecting clothing a. Amount to budget b. Planning purchases		

BEST COPY AVAILABLE

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	REFERENCES
c. Clothing quality (1) Construction	Have pupils tell of a time when they may have purchased an item of clothing "on the spur of the moment," or when they were shopping for one item and purchased another. Have pupils consider whether or not the purchase was a wise one and ask the class to list benefits which may be derived from advanced planning. Display examples of well-made and poorly-made garments. Give pupils a chance to examine the items and set up criteria for judging quality in garments. Divide the class into groups to develop checklists for various items of apparel.	Craig, Clothing, A Comprehensive Study, pp. 291-310 H.F.C., Money Management Institute, Your Clothing Dollar, pp. 11 and 12 Nickell and Dorsey, Management in Family Living, pp. 527 (Teacher's Reference) American Home Economics Association, Textile Handbook (Teacher's Reference)
(2) Labels (a) Need (b) Understanding (c) Fiber information (d) Care information	Have on hand and have pupils bring to class labels from clothing. Have the class analyze the labels and list the information supplied. Discuss with the class the standards of a good label and have each pupil design a good label. To familiarize pupils with the Federal Textile Labeling Act, have one or more pupils look up information on this subject in the library and report to the class.	Garrett and Metzen, You Are a Consumer of Clothing, pp. 103-106 Schoenfeld and Natella, The Consumer and His Dollars, p. 119
5. Care of clothing	Have the class discuss the meaning of the old adage "A penny saved is a penny earned," especially as applying to the care of clothing. Show examples of clothes ruined by improper care. Discuss and demonstrate routine care which makes clothing last longer and look better, such as: -brushing -placing on hangers -dry-cleaning -laundering -mending -storing -pressing, etc.	Craig, Clothing, A Comprehensive Study, pp. 173-184 and p. 273 H.F.C., Money Management Institute, Your Clothing Dollar, pp. 13-19, 35-36 Sears Roebuck, On Your Way to Brighter Washdays

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Give pupils a dittoed list of the various fibers and special finishes and have them write beside each fiber or finish a statement about special care requirements for that item, such as water temperature, drying temperature, iron setting, etc., and a statement about the advantages of the fiber or finish.	American Home Economics Association, Textile Handbook (Teacher's Reference) Filmstrips: Fiber Care, Clothing Care Cues
B. Foods 1. Nutritional needs	To introduce this section on foods, have class discuss the Basic Four. Ask each pupil to list the food items and the amount or size of such item which he has eaten for one school day and one non-school day. In class, have pupils write lists on the board or set up displays of food models showing what they ate. Analyze the food lists to learn ways in which they may not meet the Basic Four needs. Have each pupil plan menus for a school day and a non-school day, including the Basic Four but also considering food likes. Have pupils plan nutritionally complete menus for an imaginary day during which they eat one meal at a hamburger drive-in. Discuss with the class the value of vitamin preparations. Discuss situations under which their use might be advisable. Give the class the most recent material on this topic.	Filmstrip: National Livestock and Meat Board, The Real You National Dairy Council, Food Models Shank, et al, Guide to Modern Meals H.F.C. Money Management Institute, Your Food Dollar McWilliams, Nutrition for the Growing Years, pp. 203-204 (Teacher's Reference)
2. Food costs a. Percent of income spent for food	Discuss the percentage of family income spent for food at various income levels. Encourage pupils to talk with their parents about total food costs for their families as related to total income. To give pupils more detailed information, concerning food purchasing, have them study the chart on the following page:	Nickell and Dorsey, Management in Family Living, pp. 258-259 (Teacher's Reference) U.S.D.A. Family Economics Review Chart

Average value of purchased food per person per week, at home and away from home, by income, United States and South by urbanization, spring 1965

Income	United States	South			
		All	Urban	Rural nonfarm	Farm
FOOD AT HOME	Dol.	Dol.	Dol.	Dol.	Dol.
All	8.19	7.13	7.89	6.57	4.72
Under $3,000	5.87	5.00	6.09	4.36	3.5"
$3,000 to $4,999	7.05	6.43	6.85	6.35	4.79
$5,000 to $6,999	8.30	7.64	8.11	7.30	5.89
$7,000 to $9,999	9.29	9.12	9.47	8.54	6.62
$10,000 and over	10.57	10.32	10.22	11.28	7.14
FOOD AWAY FROM HOME					
All	1.86	1.63	1.90	1.37	.96
Under $3,000	.70	.62	.78	.50	.48
$3,000 to $4,999	1.17	1.10	1.17	1.02	.96
$5,000 to $6,999	1.67	1,83	2.01	1.63	1.38
$7,000 to $9,999	2.31	2.77	2.88	2.70	1.45
$10,000 and over	3.89	3.55	3.61	3.67	2.34

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Demonstrate by several examples how to find the percent of income spent for food.	
	Discuss the importance of Federal Food Stamps for increasing buying power and determine with the class the items for which they may be used.	Slides: Be A Better Shopper, Frames 1-13
b. Items included in food budget	From the discussions with parents which were previously directed, have pupils recall and list those items purchased by the family that should not be classified as food, even though bought at a food store and included in the family food budget, such as soap, etc.	U.S.D.A. Yearbook of Agriculture 1969, Food For Us All, pp. 69-73
	Have pupils consider that some items which should be included in a food budget are meals eaten away from home and food "extras" bought throughout the week or delivered to the house.	
c. Food budget levels (1) Low cost (2) Moderate cost	Set up "fictional" families of varying numbers of members at varying age levels. Have pupils figure the cost of feeding these families for one week, month, year using the following chart:	

COST OF FOOD AT HOME

Cost of food at home estimated for food plans at three cost levels, March 1969, U.S. average 1/

Sex-age groups 2/	Cost for 1 week			Cost for 1 month		
	Low-cost plan	Moderate-cost plan	Liberal plan	Low-cost plan	Moderate-cost plan	Liberal plan
	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars
FAMILIES						
Family of 2:						
20 to 35 years 3/----	17.00	21.80	26.60	73.90	94.00	115.50
55 to 75 years 3/----	14.00	18.20	21.70	60.60	78.40	94.30
Family of 4:						
Preschool children 4/	24.70	31.60	38.40	107.50	136.90	166.50
School children 5/---	28.80	36.90	45.10	124.80	159.40	195.60
INDIVIDUALS 6/						
Children, under 1 year	3.30	4.20	4.70	14.50	18.20	20.40
1 to 3 years --------	4.20	5.30	6.40	18.40	23.20	27.70
3 to 6 years --------	5.00	6.50	7.80	21.90	28.20	33.80
6 to 9 years --------	6.10	7.90	9.80	26.60	34.10	42.50
Girls, 9 to 12 years --	7.00	9.00	10.60	30.30	39.00	45.70
12 to 15 years ------	7.70	10.00	12.10	33.40	43.20	52.20
15 to 20 years ------	7.90	9.90	11.80	34.10	42.90	51.00
Boys, 9 to 12 years ---	7.20	9.20	11.10	31.00	39.80	48.10
12 to 15 years ------	8.40	11.00	13.10	36.30	47.60	56.70
15 to 20 years ------	9.60	12.20	14.80	41.70	52.90	63.90
Women, 20 to 35 years -	7.20	9.20	11.00	31.20	39.70	47.80
35 to 55 years ------	6.90	8.80	10.60	29.90	38.20	46.00
55 to 75 years ------	5.90	7.60	9.00	25.40	32.80	39.10
75 years and over ---	5.30	6.70	8.20	23.00	29.20	35.70
Pregnant ----------	8.60	10.70	12.60	37.10	46.30	54.80
Nursing ----------	9.90	12.30	14.40	43.10	53.40	62.60
Men, 20 to 35 years ---	8.30	10.60	13.20	36.00	45.80	57.20
35 to 55 years ------	7.70	9.80	12.00	33.40	42.60	52.10
55 to 75 years ------	6.80	8.90	10.70	29.70	38.50	46.60
75 years and over ---	6.40	8.60	10.30	27.70	37.10	44.80

1/ Estimates computed from quantities in food plans published in Family Economics Review, October 1964. Costs of the plans were first estimated by using average price per pound of each food group paid by urban survey families at 3 income levels in 1965. These prices were adjusted to current levels by use of Retail Food Prices by Cities, released by the Bureau of Labor Statistics.

2/ Persons of the first age listed up to but not including the second age.

3/ 10 percent added for family size adjustment. For derivation of factors for adjustment, see Family Food Plans and Food Costs, USDA, HERR No. 20.

4/ Man and woman, 20 to 35 years; children 1 to 3 and 3 to 6 years.

5/ Man and woman, 20 to 35 years; child 6 to 9; and boy 9 to 12 years.

6/ Costs given for persons in families of 4. For other size families, adjust thus: 1-person, add 20 percent; 2-person, add 10 percent; 3-person, add 5 percent; 5-person, subtract 5 percent; 6-or-more-person, subtract 10 percent.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
(3) High cost	Have class prepare nutritionally complete menus for two families; such as: two adults and one toddler; two adults, two teen-age boys, one teen-age girl. Encourage the class to use foods they enjoy. Explain to the class that menus should fall within low and moderate cost levels and that trips to the supermarket will be necessary in order to obtain prices.	Food Cost Chart U.S.D.A. 1969 Chart Cost of Food at Home
d. Cost per serving	Discuss with the class the importance of cost per serving and the method of figuring such cost. Have the class make a list of some of the most commonly used foods in the Basic Four groups and some "extras" such as potato chips, cakes, soft drinks, candy. Direct the class to figure the cost per serving of all these foods and then to revise the listing in order of cost per serving within the group. Follow the procedures for a laboratory experience using actual foods which can be weighed and measured. For additional information for this activity refer to the chart on the following page:	American Home Economics Association, Foods Handbook Shank, et al, Guide To Modern Meals, pp. 78-81

COST PER SERVING FOR MEAT

GUIDE

When buying meat, fish or poultry, it's cost per serving that counts, not cost per pound. A high price per pound doesn't always mean a high cost per serving, nor does a low price per pound always mean a low cost per serving. Meats vary in the amount of edible meat and the number of servings per pound. You can use this guide to compare prices on a cost per serving basis. Price relationships between different cuts of meat change often, so you will want to make comparisons each time you shop.

Serving size is figured on the basis of 3-3½ ounces of cooked lean meat per serving. Two servings of meat per person a day will give a nutritionally adequate amount of protein. In your meat budget allowance you also may want to consider any family members who are "two servings a meal" eaters. Also, allow for those cuts of meat, such as steaks or chops, that are usually served by the piece. You may need to buy more of these than the minimum 3-3½ ounce serving for each person. To use the chart, look down the row for the retail cut of meat, across the column headings for its price per pound. The intersection of retail cut row and price column is the cost per serving of the cut of meat at that price.

RETAIL CUT	Servings Per Pound	Retail Price Per Pound 29	39	49	59	69	79	89	99	109	119	129	139
BEEF		Cost Per Serving											
Chuck Roast-bone in	2)												
Chuck Steak	2)	15	20	25	30	35	40	45	50	55	60	65	70
Short Ribs	2)												
Porterhouse, T-Bone	2½)												
Rib Steak	2½)	12	16	20	24	28	32	36	40	44	48	52	56
Rib Roast-bone in	2½)												
Sirloin Steak	3)												
Rib Roast-boneless	3)	10	13	16	20	23	26	30	33	36	40	43	46
Rump, Sirloin Roast	3)												
Chuck Roast	3)												
Round Steak	(4												
Gound Beef	(4	7	10	12	15	17	20	22	25	27	30	32	35
Rump Roast-boneless	(4												
Heart, Liver, Kidney	5)												
Frankfurters	5)	6	8	10	12	14	16	18	20	22	24	26	28
Stew Meat	5)												
LAMB													
Breast, Shank	2	15	20	25	30	35	40	45	50	55	60	65	70
Loin, Rib Chops	2½)	12	16	20	24	28	32	36	40	44	48	52	56
Shoulder Roast	2½)												
Shoulder Chops	3)	10	13	16	20	23	26	30	33	36	40	43	46
Leg of Lamb	3)												
Lamb Patties	4	7	10	12	15	17	20	22	25	27	30	32	35
PORK - FRESH													
Spare Ribs	1-1/3	22	29	37	44	52	59	67	74	82	89	97	104
Loin or Rib Roast	3)												
Boston Butt-bone in	3)												
Blade Steak	3)	10	13	16	20	23	26	30	33	36	40	43	46
Shoulder Chops	3)												
Sausage	3)												
Rib Chops, center cut	4	7	10	12	15	17	20	22	25	27	30	32	35
PORK - CURED													
Picnic-bone in	2	15	20	25	30	35	40	45	50	55	60	65	70
Picnic-boneless	3	10	13	16	20	23	26	30	33	36	40	43	46
Sausage	4	7	10	12	15	17	20	22	25	27	30	32	35
Ham-fully cooked													
bone in	3½	8	11	14	17	20	23	25	28	31	34	37	40
shankless	4	7	10	12	15	17	20	22	25	27	30	32	35
center slice	5)	6	8	10	12	14	16	18	20	22	24	26	28
boneless, canned	5)												
POULTRY - READY TO COOK													
Broiler	1-1/3	22	29	37	44	52	59	67	74	82	89	97	104
legs, thighs	3	10	13	16	20	23	26	30	33	36	40	43	46
breasts	4	7	10	12	15	17	20	22	25	27	30	32	35
Turkey													
under 12 lbs.	1-1/3	22	29	37	44	52	59	67	74	82	89	97	104
12 lbs. or over	2	15	20	25	30	35	40	45	50	55	60	65	70
FISH FILLETS	5	6	8	10	12	14	16	18	20	22	24	26	28

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Shopping a. Cost-cutting	Show selected slides from Be A Better Shopper and suggest that the class take notes during the showing.	Slides: Be A Better Shopper, Frames 14-25; 38-57
	Have pupils prepare a list of cost-cutting techniques and discuss the study questions included in the slides. Direct pupils to visit the supermarket with a list of foods commonly purchased in order to obtain store prices. In class, instruct pupils to use these figures in determining the cost per unit (by weight or volume).	
b. Labels	Show selected slides from Be A Better Shopper and use the list of questions for a discussion guide.	Slides: Be A Better Shopper, Frames 26-37
c. Storage length	Discuss with pupils how the market form (frozen, fresh, dried, canned, etc.) of food affects its storage length. Have pupils find specific storage information by checking the index in the reference. Ask the class why storage length should be considered when shopping for foods.	Fitch, et al, Guide To Modern Meals
d. Brands (1) Cost of unit weight (2) Palatability (3) Appearance (4) Texture (5) Variety	Review the material previously taught in this course about brand names. Obtain several brands of the same product for analysis, choosing if time permits several food items to be studied such as a canned vegetable, frozen orange juice, frozen pie, etc.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
e. Regulation of quality	Discuss with the class government grading especially of meats and poultry.	Food and Drug Administration, Packet A, Consumer Protection-Foods
f. Nutritive value	Review the area of nutrition with the class and remind pupils of the importance of nutritional value when making food purchases.	
g. Ease of preparation	Compare the cost per unit weight or per serving of the same foods in different form, e.g. canned, dried, frozen, fresh, "convenient" forms. Compare the cost and time of preparation and the palatability of "carry-out" service and of home prepared dishes e.g. Chinese foods, pizza, submarines, bakery goods. Evaluate a variety of frequently used and popular foods as to these shopping features. In selecting foods for evaluation, have the class use individual preferences and suggest the following foods: -casserole type dishes -"diet" foods -various forms of milk -butter and margarine -store-bought mixes -homemade mixes -bakery goods -home-prepared foods To give pupils additional practice in comparison food shopping, have them complete the chart on the following page:	U.S.D.A. Yearbook of Agriculture 1969 Food For Us All (Teacher's Reference)

Chart for Food Quality and Price Comparison

NAME OF FOOD	LEAST EXPENSIVE		MOST EXPENSIVE		BEST QUALITY & REASONS FOR CHOICE	PREFERRED CHOICE FOR PURCHASE (CONSIDERING COST AND QUALITY
	COST AND BRAND NAME	*COST PER UNIT	COST AND BRAND NAME	*COST PER UNIT		

* ounce, pound or serving

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
4. Care of food in the home	Discuss the skills of caring for food in the home to preserve palatability, freshness, and nutritive value. Have a display prepared of food wrappings and food storage containers.	Shank, et al, Guide to Modern Meals (Teacher's Reference)
C. Housing	For in-depth coverage concerning the desirability of specific types of housing, refer to Housing and Interior Decoration.	H.F.C., Money Management Institute, Your Housing Dollar, pp. 10-13
1. Renting a. Cost per room b. Cost of utilities c. Cost of maintenance	Have pupils check ads in newspapers, real estate promotions, etc., to find what the rent would be for a 1½-room, 2-room, 3-room and 4-room apartment. Direct class to find this for own area as well as other sections of the county. Have pupils speak to people whom they know living in rented housing and ask: -Are utilities usually included in rent? -Who usually takes care of the cost maintenance (materials and labor)? -Are appliances and furniture included in rental cost?	Thal and Holcombe, Your Family and Its Money, pp. 143-153, 157 Schoenfeld and Natella, The Consumer and His Dollars, pp. 195-213 Grempler Realty, Moving to Baltimore
2. Buying a. Kinds (1) By size (2) By type (3) By location b. Amount to spend	Have pupils find the prices asked for various sizes and types of houses; in own neighborhood, in other areas of county, in rural areas. Include in this survey the price of mobile homes, one-story ranchers, new homes, older homes, co-operative-apartment homes, etc. From charts in the references, have the class find amounts suggested to spend for housing for various income levels.	Nickell and Dorsey, Management in Family Living, pp. 428-442 (Teacher's Reference Thal and Holcombe, Your Family and Its Money, pp. 153-158 Nickell and Dorsey, Management in Family Living, pp. 442-445 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Let each pupil estimate what he thinks his income will be five years from now, ten years from now, and then have him suggest what price housing he could afford.	
c. The sales transaction (1) Attorney's services (2) Sales contract (a) Earnest money (b) Intention of parties	List on the chalkboard: title guarantee, policy, intention of parties, note, equity, earnest money, down payment, mortgage, escrow, settlement fees, and title search. Ask pupils if they know what these words mean, and whose profession would require him to know and to help protect the buyer's interests. Discuss with pupils the need for an attorney in purchasing a house and the services provided by an attorney, such as: -protecting the buyer's interests -interpreting legal phrases -checking to see that title is clear -checking on back taxes and assessments -checking description of property, price, terms of payment, date of possession. Discuss with pupils what a sales contract is and show an example of one. Throughout this area of study, have pupils record new words and terms and their meanings.	Thal and Holcombe, Your Family and Its Money, pp. 159-163 H.F.C., Money Management Institute, Your Housing Dollar, pp. 8-10, 17-19 Schoenfeld and Natella, The Consumer and His Dollars, pp. 215-216 Smith, Pratt, et al, Time-Life Book of Family Finance, pp. 209-211

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
(3) Sources of purchase money (a) Cash (b) Mortgage	Discuss with the class the advantages and disadvantages of the following sources of mortgage: -building and loan associations -banks -life insurance companies -trust companies -private investors	Smith, Pratt, et al, Time-Life Book of Family Finance pp. 199-209 HFC Money Management Institute, Your Housing Dollar pp. 25-34
	Discuss with the class the most common types of mortgages for housing, listing on the chalkboard: -conventional loans -FHA loans -VA loans -first mortgage -second mortgage	Thal and Holcombe, Your Family and Its Money pp. 161-163 Schoenfeld and Natella, The Consumer and His Dollars pp. 213-215
	Divide the class into groups and have them study advertisements to determine the lender who can provide money at the most favorable terms for this hypothetical case: A young couple wish to buy their own home; the house they want costs $16,000, and they have $2,000 in savings. Stress to the class the advantages this couple would have by shopping carefully for a loan. To give the class the opportunity to compare the loans available to this hypothetical couple, give them such additional information as they might need to complete the chart on the following page. Assign the pupils to complete the chart.	Nickell and Dorsey, Management in Family Living pp. 450-454 (Teacher's Reference) U.S.D.A. Yearbook of Agriculture 1965 Consumers All pp. 153-157 (Teacher's Reference)

Sources of Home Purchasing Money

LOAN SOURCE	NECESSARY DOWN PAYMENT (PRINCIPAL)	RATE OF INTEREST	MONTHLY PAYMENT	YEARS OF MORTGAGE PAYMENT	TOTAL COST INCLUDING CAPITAL REPAYMENT AND INTEREST
BANK (CONVENTIONAL LOAN)					
BUILDING AND LOAN ASSOCIATION					
LIFE INSURANCE COMPANY					
TRUST COMPANY					
F.H.A.					
V.A.					
CASH					

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Show the class examples of mortgage contracts. Explain the differences between first and second mortgages, the meaning of a title search, and its purpose.	
	Have the class find out the amount of interest a person would pay on a $20,000 loan if they pay it back in 20 years; 25 years; 30 years. Have pupils compare figures so that they can see the advantages and disadvantages of paying larger monthly payments for a shorter period of time.	HFC Money Management Institute, Your Housing Dollar pp. 30-31
(4) The settlement (a) Closing costs	Explain to class what is meant by these phrases and how they add to the cost of buying a home: -legal fees -fees for title search -bank service -points -recording fees -transfer tax	Nickell and Dorsey, Management in Family Living pp. 454-456 (Teacher's Reference)
(b) Deed	Define for the class the term deed and explain its importance.	
3. Continuing Costs (a) Property taxes	Discuss property taxes with the pupils and why they are needed. Have pupils find property tax rates for our county from their parents, from newspapers, or from county officials. Have pupils prepare a panel discussion on the topic: "Are property taxes justifiable?"	Schoenfeld and Natella, The Consumer and His Dollars pp. 217-219

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Insurance (1) Fire insurance (2) Liability (3) Mortgage Insurance (4) Homeowner's Insurance	To emphasize the need for protecting property investment, have pupils clip from newspapers items on home fires, accidents, suits against property owners. Have on hand copies of insurance policies so pupils can examine them.	HFC Money Management Institute, Your Housing Dollar pp. 7-8, 34-36
c. Maintenance and repair	Discuss with pupils the need for maintenance and items considered in maintenance. Have pupils find the average percentage of income and/or housing costs spent on maintenance.	Thal and Holcombe, Your Family and Its Money pp. 163-165
d. Utilities (1) Light (2) Fuel (3) Water	List on the board with the class the utilities which are most commonly used and the average percentage of income spent on them.	Smith, Pratt, et al, Time-Life Book of Family Finance pp. 211-223
e. Ground rent	Discuss with pupils what ground rent is, and the advantages and/or disadvantages of ground rent.	
D. Transportation		
1. Forms	To point up the widespread use of the family car and the need for learning about purchasing an automobile or the possibility of doing without a car until the family is able to afford it, ask the pupils to list different forms of modern transportation which are available and to determine from this list whether or not public transportation is available which will meet their needs and wants.	Thal and Holcombe, Your Family and Its Money pp. 168-169
a. Public (1) Bus (2) Streetcar (3) Taxi (4) Airplane (5) Train (6) Boat		

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Private (1) Walking (2) Bicycle (3) Motorcycle (4) Automobile		
2. Buying an automobile a. Age of car	Ask pupils "If you were going to purchase a car, which would you buy, a new or used one? Why?" From these questions have the class develop a list of advantages and disadvantages of new cars and of used cars. Have the class compare the two kinds of cars. Discuss with the class what state regulations control inspection of used cars before resale.	HFC Money Management Institute, Your Automobile Dollar, pp. 5-16 Smith, Pratt, et al, Time-Life Book of Family Finance pp. 79-94
b. Size c. Engine size d. Transmission e. Body style	Using the resources, have each pupil develop a checklist of items to note in new and used cars before purchasing. Using information which the pupils may already have and/or information from newspapers and from dealers of new and used cars, have the class work in small groups to determine the respective advantages and disadvantages of different kinds of cars by size, engine type, transmission type, body style, etc. Invite the auto mechanics teacher or an advanced auto mechanics pupil to talk to the class about the mechanical operation of a car and the maintenance of a car, and to make suggestions for more intelligent purchasing of cars.	Better Business Bureau Consumers Buying Guide pp. 115-117 Jackson, How To Buy A Used Car Schoenfeld and Natella, The Consumer and His Dollars, p. 125-136

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

f. Equipment

(1) Standard
(2) Extras

Refer to charts and brochures from dealers or to resource books to determine what equipment is considered standard and what is extra. Have the class figure the added costs of extras they would want on a car. After seeing what these cost, have them revise the list to see if adjustments can be made to fit the family or pupil's finances. Have pupils make up specifications of cars they would like to own and then find the cost of this car from the following source: newspaper, radio, TV ads, car dealers. Have the class compare and stress to the class the importance of comparison shopping and of the reputation of the dealer.

Ask pupils to interview three different individuals and to fill out the following chart for each, concerning the last car bought by the individual:

	Description	Reasons for choice	Satisfied with choice? Why?	Why not?
New or used car?				
Size				
Six or Eight Cylinder				
Model				
Extra equipment				

g. Warranties

Have pupils obtain copies of warranties for new and used cars and prepare a list of what is offered by these warranties. Discuss with the class how a buyer can obtain satisfaction if he has trouble with the car.

Better Business Bureau, Consumers Buying Guide, pp. 113-115, 121-122

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

3. Financing automobiles

   a. Cash

   b. Credit

      (1) Financial institution

         (a) Commercial banks
         (b) Insurance companies
         (c) Credit unions

      (2) Automobile industry operated lending organization

Have pupils read references and study newspapers to find various ways to finance a car. List some ways on the board and discuss with the class the advantages and disadvantages of each method. Have the class find rates of interest charged by the various sources. Instruct the class to obtain figures to determine the cost of financing a $3,000 car at various rates.

Ask the class to consider what procedure should be followed when a family wishes to purchase a car. For additional practice in considering alternative methods of financing a car, have the pupils complete the following chart:

Method Financing	Advantages	Disadvantages
Cash from savings		
Loan from relatives		
Car dealer loan		
Other		
Other		

Thal and Holcombe, Your Family and Its Money, pp. 175-177

Schoenfeld and Natella, The Consumer and His Dollars, pp. 137-138

Better Business Bureau, Consumers Buying Guide, pp. 117-121

H.F.C., Money Management Institute, Your Automobile Dollar, pp. 16-19

Thal and Holcombe, Your Family and Its Money, pp. 170-173

Smith, Pratt, et al, Time-Life Book of Family Finance, pp. 100-105 (Teacher's Reference)

4. Cost of operating and maintaining automobiles

   a. Fixed costs

Ask pupils what items must be included when figuring the cost of operating a car. Have them develop a list which includes:

H.F.C., Money Management Institute, Your Automobile Dollar, pp. 23-27

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-garage rent (if any) -operator and registration fees -depreciation -installment payments Discuss with pupils the meaning of depreciation.	Nickell and Dorsey, Management in Family Living, pp. 493-496 (Teacher's Reference)
b. Variable (flexible) costs (1) Gas and oil (2) Repairs and replacements (3) Tires (4) Other (parking, inspection, tolls, fines, etc.)	For a given type of car, have pupils obtain estimates of cost for the following work and/or equipment (including installation charges): -tune up -two new tires -new battery -transmission relining -new tailpipe -new fuel pump -relining brakes -new muffler	Better Business Bureau, Consumers Buying Guide, pp. 122-129 Thal and Holcombe, Your Family and Its Money, pp. 178-181
c. Cost per mile	Figure with class the cost of operating a car by the mile, using the following formula: $\frac{\text{fixed cost and variable costs}}{\text{annual mileage}} = \text{cost per mile}$	Schoenfeld and Natella, The Consumer and His Dollars, pp. 235-237
5. Insurance for automobile a. Cost for coverage b. Types of coverage	If possible, invite a reputable insurance agent to come to class and present information on car insurance, the need for it; the meaning of various types of insurance; and the factors determining cost Have pupils make a list of factors which determine the cost for insurance such as the following: -coverage required by law -additional coverage desired -area in which owner lives -age and cost of car -age of drivers of car -mileage driven	Smith, Pratt, et al, Time-Life Book of Family Finance, pp. 100-105 H.F.C., Money Management Institute, Your Automobile Dollar, pp. 20-23

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have pupils explain what is meant by each of the following types of insurance coverage: -liability (bodily and property) -medical -comprehensive (fire, theft, damage) -collision	Schoenfeld and Natella, The Consumer and His Dollars, pp. 142-144
E. Appliances 1. Factors affecting choices a. Stage in family life cycle b. Size of family c. Ages of family members d. Occupations and interests of family members e. Values and goals f. Needs and wants g. Resources available	As an introductory activity, have pupils make a list of appliances which may be found in today's home. Include such large and small appliances as: Large: -refrigerator, -range, -washing machine, -vacuum cleaner, -sewing machine, -clothes dryer, -dishwasher, -freezer, -television, -air conditioner Small: -hair dryer, -toaster, -mixer, -grill, -broiler, -garbage disposal, -floor waxer, -rug shampooer, -floor polisher, -iron, -blender, -can opener, -skillet, -waffle iron, -deep fat fryer, -carving knife, -tooth brush, -radio, -record player, -coffee maker, -pressure pan, -tape recorder From a master list developed by the class, have pupils discuss which items are usually purchased for need or convenience and which are purchased for want or pleasure. Direct each pupil to establish a priority list of appliances they would purchase, based on their own circumstances, and to keep this list for future reference.	U.S.D.A., Yearbook of Agriculture 1965, Consumers All, pp. 124-149 Better Business Bureau, Consumer's Buying Guide, Ch. 4 Peet, Young Homemakers' Equipment Guide (Teacher's Reference) American Home Economics Association, Handbook of Household Equipment Terminology

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
2. Purchasing a. Type (1) Gas (2) Electric (3) Hand operated (4) Standard model (5) Deluxe model (6) Size	Develop with the pupils a general checklist which can be used as a guide in purchasing appliances, such as: -How effective is the appliance for the use for which it was intended? -Is it easy to use? -Do you have sufficient space to store or place the appliance? -Is power available in sufficient quantity to operate the appliance? -Is the design satisfactory to you? -Is the appliance easy to care for and maintain? -How durable is the appliance? -Is servicing of appliance readily available? -Can minor servicing easily be done at home? -Is the usefulness of the appliance justified in the light of its cost and care? -Is the deluxe model worth the extra cost? -Is size right for my circumstances?	Sears Roebuck, On Your Way to Brighter Washdays, Sec. V
b. Quality and service guarantees (1) Guarantees and warranties (2) Labels (3) Seals (4) Tags c. Dealer reputation	Have pupils check appliances at school and/or at home for U.L. label on both appliance and cord. Have pupils read warranties and guarantees provided with school equipment to determine what they offer. Have them look for such items as: -What parts are covered? -Who pays for labor? -What period of time does warranty or guarantee cover? -Must record of purchase be sent to company in in order to be covered?	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Ask the class to tell how the reputation of the dealer is determined. Have pupils write sample letters of commendation or complaint for a product purchased or for service rendered. Suggest that they actually mail those letters which refer to real situations experienced by themselves or their families. Have the class discuss the return letters or other types of responses from companies involved and consider the value of such letters.	
3. Use and care a. Follow manufacturer's instructions b. Keep equipment clean, oiled, and in proper adjustment	Have pupils relate experiences of what has happened at home when equipment was not cared for properly. If any items are available, have them show what can happen when items are misused. Emphasize that proper care helps equipment to last longer and thus costs less and that money saved by not having to replace equipment may be used for other purchases. Develop with the pupils a checklist of how to extend the life of an appliance.	
c. Cost (1) Initial (2) Operating (3) Servicing (4) Installation	Have each pupil choose an appliance and compare costs of the same appliance from three different sources (newspapers, different stores, magazines, catalogues, etc.). Have them compare costs of standard and deluxe models and discuss which appears to be the better value for the money. Have pupils relate experiences of having equipment installed and/or services in their own homes. From this discussion, point out that cost of equipment is an on-going process.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have pupils relate experiences of times when their electric or gas bill rose which might be related to the cost of operating equipment. Have pupils demonstrate to the class the uses of some of the appliances in actual practical demonstrations and not merely verbal description of use. Use such demonstrations as preparing milkshakes in a blender, shampooing a rug, preparing waffles, etc. Depending on the number of pupils in class and the number of appliances available and suitable for demonstration, have two or three pupils work on one demonstration. Before the demonstrations are begun, have the class develop a "demonstration rating sheet" by which to grade demonstrators on their presentation of material.	
F. Home furnishing unit	Present to the class such information from Housing and Interior Decoration as may be needed for a discussion of home furnishings.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

VI. Protections for the family consumer

Concept: The family as a consumer may be protected through the services of public and private agencies and its own awareness of possible dangers.

A. Government agencies

1. Federal

a. President's Committee on Consumer Interest

Briefly give the class a short history of the committee and its functions.

Have each pupil make a list of proposals that he might make if he were a member of the Consumer Interests Committee. Assign one pupil to write a letter to the head of the committee either to ask for more detailed explanation of the work of the committee or to offer some of the proposals discussed above.

Have pupils discuss the question: Does the federal government offer the citizen a fair return for taxes paid in terms of protection and support?

Wilhelms, Heimerl, Jelley, Consumer Economics, pp. 409-411
(Teacher's Reference)

Schoenfeld and Natella, The Consumer and His Dollars, pp. 21-22

Food and Drug Administration packets:
- a. Consumer Protection Foods
- b. Consumer Protection Drugs and Cosmetics

(Teacher's Reference)

b. Agencies

In order to give pupils the general idea that we have assistance and protection through governmental agencies, write the name of each agency on an index card, and distribute these cards to pupils to find what that agency's general function is in protecting the consumer. Include the following agencies:

Wilhelms, Heimerl, Jelley, Consumer Economics, Part 26
(Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-Agriculture -Department of Labor -Public Health Service -Post Office Department -Department of Health Education and Welfare -Federal Trade Commission -Department of Commerce -Department of Justice -Department of Interior -Interstate Commerce Commission -Federal Communications Commission -Federal Power Commission -National Labor Relations Board -Government Printing Office For some agencies which deal with many areas such as Department of Agriculture, assign several pupils to work on a report, each on a different phase. To acquaint pupils with the service, have each pupil write a letter to the Superintendent of Documents requesting information on a consumer topic of his choice. Have pupils cooperate in preparing a bulletin board of material received. To provide pupils with a concise and handy listing of the important and useful sources for consumer information and protection, distribute copies of the following resource pages. Discuss with the class the federal agencies listed on these pages and direct them to refer to these pages later for information concerning state, local, and private sources.	Schoenfeld and Natella, The Consumer and His Dollars, pp. 17-37

SOURCES FOR INFORMATION AND PROTECTION FOR THE CONSUMER

Where to go for Help	Type of Assistance
U.S. Post Office Dept. Local Servicing Unit 962-2492	1. Pornographic material in the mails 2. Fraudulent advertising in the mails 3. Attempts to obtain money through false claims
Complaints Division County Office Bldg. Towson, Md. 21204 492-3657 (Central Clearing Agency for all complaints)	1. Short Weights and Measures 2. Street Light out 3. Unsanitary Restaurants 4. Trash in the streets 5. Wild dogs

If you need information on the health, recreation, welfare and educational resources in the metropolitan area contact the Information and Referral Service, Health and Welfare Council of the Baltimore Area, Inc. Write to 901 Court Square Building, 200 East Lexington Street, Baltimore, 21201, or call 685-0525.

If you have any problems or questions about your federal income tax returns, adjustments, or refunds write the District Director, 31 Hopkins Plaza, Baltimore, 21201 or call 962-2590.

If you need legal assistance, but can't afford an attorney, go to the Legal Aid Bureau, Inc., in person to receive help. Their offices are at 341 N. Calvert Street; at 620 Aisquith Street; and at 1803 Pennsylvania Avenue.

If you have any questions or problems about your Blue Cross and Blue Shield insurance coverage, write the Subscribers Service Unit, Maryland Blue Cross and Blue Shield, 8700 York Road, Towson, 21204 or call 828-4360.

If you have a problem relating to Medicare claims, write the Medicare Beneficiaries Service Unit, Maryland Blue Cross and Blue Shield, 800 York Road, Towson, 21204, or call 828-1400.

If you have any problems or questions about your Maryland state taxes, write the Income Tax Division, State Income Tax Building, Annapolis, 21401; or call the office in Baltimore at 523-4700 for income tax information, or 523-7404 for income tax forms. If you want to call the Annapolis office, dial 1-268-3371. Ask for extension 360 or 449 for resident, individual tax information; extension 339 for nonresident, individual tax information; extension 236 for refund information or extension 358 or 359 for corporation tax information.

If you have a question about or want information on physicians or physicials' services, write the Medical and Chirurgical Faculty of the State of Maryland, 1211 Cathedral Street, Baltimore, 21201, or call 529-0872.

If you have any inquiry about your Social Security, consult the telephone director listing under United States Department of Health, Education, and Welfare, for the nearest office. If you don't know which office services your area, call the downtown office at 962-2500 or write to 707 North Calvert Street, Baltimore 21202.

If you have any questions about the titling, registration or operation of motor vehicles, write the Department of Motor Vechicles, 6601 Ritchie Highway, N. E., Glen Burnie, 21061, or call 761-4500.

If you have any questions or complaints related to transactions or intended transactions with any business or firm, call the Better Business Bureau at 685-6986, or write to 501 North Howard Street, Baltimore 21201.

If you feel you've been victimized by fraudulent advertising or deceptive business practices, write the Consumer Protection Division, Maryland State Attorney General, One Charles Center, Baltimore 21201, or call 539-5413.

If you want to stop a rumor, get the facts by calling the Rumor Control Center at 837-1188. The lines are open 24 hours a day. This service is provided by staff members of the Community Relations Commission to handle problems of a community nature.

If you can't get the help you need through the above agencies then write or call Direct Line, the Sun Papers. Please include your name, address, and telephone number, not for publication, but to help Direct Line help you. Use Direct Line's special numbers by calling 539-5575 or 539-5576 from 2 P.M. to 9 P.M. Mondays through Fridays or write The Evening Sun, Baltimore, 21203.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

2. State of Maryland

   a. Licensing boards

List for the class the following licensing boards of the state of Maryland and briefly summarize their functions:

Licensing Boards	Those Licensed and Supervised	Address
Board of Examiners and Registration of Architects	architects	8 E. Mulberry St. Baltimore, Md.
Board of Barber Examiners	barbers	301 W. Preston St. Baltimore, Md.
Board of Chiropody Examiners	"foot doctors"	408 S. Division St. Salisbury, Md.
State Board of Chiropractic Examiners	"back doctors"	22 Broadway Frostburg, Md.
State Board of Cosmetologists	"hairdressers" and beauticians	301 W. Preston St. Baltimore, Md.
Maryland State Board of Dental Examiners	dentists and hygienists	303 Granville Dr. Silver Springs, Md.
Board of Electrical Examiners and Supervisors	master electricians	301 W. Preston St. Baltimore, Md.
State Board of Examining Engineers	operators of stationary or portable engines	301 W. Preston St. Baltimore, Md.
State Board of Funeral Directors and Embalmers	funeral directors and embalmers	State Office Bldg. Annapolis, Md.
State Board of Law Examiners	lawyers	900 Maryland Trust Building Baltimore, Md.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES		RESOURCES
	Board of Medical Examiners	physicians	1211 Cathedral St. Baltimore, Md.
	Board of Examiners of Moving Picture Machine Operators	operators of moving picture machines in Baltimore only	301 W. Preston St. Baltimore, Md.
	State Board of Examiners	Registered nurses and licensed practical nurses	301 W. Preston St. Baltimore, Md.
b. Regulatory commissions	List for the class the following Maryland regulatory commissions and briefly summarize their functions: -Bank Commissioner -Administration of Loan Laws -State Insurance Department -Public Service Commission -Real Estate Commission -Home Improved Commission		
c. Court system	Discuss briefly with the class the following questions: When are consumers most apt to come into contact with the court system of Maryland? How may they be aided by these courts?		
d. Department of Markets	Discuss with the class how consumers are aided by the Department of Markets.		
e. Extension Service of the University of Maryland	Discuss with the class the program carried on by the Extension Service of the State of Maryland.		

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
f. State Health Department	Discuss with the class the services offered by these divisions of the State Health Department: -Division of Food and Milk -Division of Radiological Health -Division of General Sanitation -Division of Drug Control	
g. Office of the Attorney General-Consumer Protection Division	Discuss with the class what protection is offered by the Consumer Protection Division of the Office of the Attorney General.	
3. Baltimore County	Present to the class or have a committee of pupils present to the class information on services offered by Baltimore County to the consumers. Include the following County agencies: -Inspections bureaus (building, electrical, plumbing and gas, weights and measures, zoning) -Health Department (air pollution control, community hygiene, food control, rodent control, sanitary engineering) -Permit bureaus (building, eating and drinking establishments) -Department of Social Services (financial aid, food stamps, medical assistance, homemaker services) -Register of Wills	Baltimore County At A Glance
B. Private agencies and protections	Have each pupil write to a private agency to acquire about the services it offers and report to the class on the response. Use the following organizations: -Consumer Union -Consumers Research -Council on Consumer Information -Professional associations -Better Business Bureau -Underwriters Lab. -Lawyers -Brand labels -Magazine seals of approval -Warranties and guarantees as protection	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
BEST COPY AVAILABLE	Have a group of pupils arrange a bulletin board showing a variety of "seals of approval", testing labels, etc. Discuss with the class the value of these means of identifying quality.	
	Have pupils consider to what degree these private sources of consumer education and protection are based.	Schoenfeld and Natella, The Consumer and His Dollars, Ch. 3
	Discuss with the class occasions when legal advice about sales or purchases is advisable. Assign interested pupils to determine services offered by Lawyer Referral Service and Legal Aid Bureau.	Wilhelms, Heimerl, Jelley, Consumer Economics, Pt. 15 (Teacher's Reference)
	Have pupils read the seals of approval offered by Good Housekeeping Magazine and Parents Magazine and consider whether these seals are reliable indices of quality.	
C. Dangers to be aware of	To introduce pupils to the dangers the consumer family should be aware of, "sell" to the class a nostrum of some sort to show the pupils how gullible they may be.	
1. Health quackery a. Food supplements b. Patent medicines c. "Health" foods	Ask pupils to bring in printed ads illustrating health quackery and use these for class discussion. Discuss the signals that indicate that a person is spending money on useless health aids.	Schoenfeld and Natella, The Consumer and His Dollars, Ch. 14
2. Frauds	Have pupils check printed ads and newspapers regularly to find cases of mail fraud.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
a. Mail fraud b. Home improvement swindles		
3. Debt consolidation schemes	Direct pupils to study printed ads to see if they can spot a dishonest scheme. Ask pupils how an invitation to do business can be a deceptive practice. Have pupils check printed ads to see what is required of the potential business man (money, car, time, signing of contract, etc.)	
4. Deceptive business opportunity schemes		
5. Warranties and guarantees as dangers	Briefly recall learnings about warranties and guarantees. Review with the class the protections offered by warranties and guarantees as well as any dangers that may be present in such warranties and guarantees.	
6. Special purchasing pitfalls for teen-agers	Have the class make a survey of ways in which they spend money and then prepare a list of ways in which this money may be wasted; e.g., weight-reducing schemes, expensive beauty aids, appetite depressors, illegal drugs, high cost installment buying, fad fashions, etc.	
7. Impulse buying	Discuss with the class the use of buying as a source of emotional satisfaction and the wisdom of this use of money. As a culminating activity for Consumer Education and the Family, have each pupil carry out the following assignment: -Choose either of these situations: single working person "setting up house keeping" newly-married couple "setting up housekeeping".	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

-For the situation chosen, briefly describe in writing the income and savings, and the background and goals such as education, career, family, etc. Assume that no help will be forthcoming from family or friends. Try to use a situation similar to your own.
-Make a list of the basic items needed for each room when "setting up housekeeping" in an unfurnished apartment consisting of living room, dining room, bedroom, bath and kitchen.
-Beside each item list the probable cost from personal knowledge, or by referring to stores, newspapers, magazines, catalogs, etc.
-After evaluating this list of items and cost, in term of the financial resources available, make a final listing of those items which would actually be selected. If items beyond the basics are desired to allow life to be a little easier, include only those few which can be "afforded." Show the "extras" separately or star them.

BEST COPY AVAILABLE

Sources of Information for Teacher Reference

In Consumer Education

Agencies:

Council for Family Financial Education
Twin Towers Building, Suite 1616
1110 Fidler Lane
Silver Spring, Maryland 20910

American Council on Consumer Interests
238 Stanley Hall
University of Missouri
Columbia, Missouri 65201

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Better Business Bureau
200 W. Saratoga Street
Baltimore, Maryland
685-6986

Printed materials:

Consumer Education Forum
Published by American Council on Consumer Interests
238 Stanley Hall
University of Missouri
Columbia, Missouri 65201

Consumer Education Bibliography
Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

Guide to Federal Consumer Services
Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

"Consumer Facts" - a series of small pamphlets on varied consumer concerns - obtained free from credit union offices

BIBLIOGRAPHY FOR CONSUMER EDUCATION AND THE FAMILY

A. Books:

Better Business Bureau. Consumer's Buying Guide. How to Get Your Money's Worth. New York: Rutledge Books, Inc. and the Benjamin Company. 1969

Consumers All. The Yearbook of Agriculture. Washington, D. C.: United States Department of Agriculture. 1965

Consumer Credit in Family Financial Management. Washington, D. C.: American Home Economics Association. 1967

Food For Us All. The Yearbook of Agriculture. Washington, D. C.: United States Department of Agriculture. 1969

Garrett, Pauline G. and Metzen, Edward J. You Are a Consumer of clothing. Boston: Ginn and Company. 1967

Jackson, Charles R. How to Buy a Used Car. Philadelphia: Chilton Book Company. 1967

Lewis, Dora S.; Burns, Jean O.; and Segner, Esther F. Housing and Home Management. New York: The MacMillan Company. 1969

McWilliams, Margaret. Nutrition for the Growing Years. New York: John Wiley and Sons, Inc. 1966

Nickell, Paulena and Dorsey, Jean Muir. Management in Family Living. New York: John Wiley and Sons. 1968

Peet, Louise J. Young Homemakers' Equipment Guide. Ames, Iowa: Iowa State University Press. 1967

Schoenfeld, David and Natella, Arthur A. The Consumer and His Dollars. Dobbs Ferry: New York. 1966

Seventeens (eds.). The Teenage Girl Today. Triangle Publications. 1968

Shank, Dorothy E. et al. Guide to Modern Meals. St. Louis: McGraw Hill Book Company. 1970

Smith, Carlton et al. The Time-Life Book of Family Finance. New York: Time-Life Books. 1969

Thal, Helen M. and Holcombe, Melinda. Your Family and Its Money. Boston, Houghton Mifflin Company. 1968

Wilhelms, Fred T.; Heimerl, Ramon P.; and Jelley, Herbert M. Consumer Economics. New York: Gregg Division, McGraw-Hill Book Company. 1966

B. Booklets:

Baltimore County at a Glance. Office of Information-Research, Baltimore County Office Building, Towson, Maryland. 1969

Buying Guide. Consumer Reports. Mount Vernon, New York: Consumers Union of the United States. 1969

Guide to Federal Consumer Services. Washington, D. C.: The President's Committee on Consumer Interests. 1967

Handbook of Food Preparation. Washington, D. C.: American Home Economics Association. 1964

Handbook of Household Equipment Terminology. Washington, D. C.: American Home Economics Association. 1970

Helping Families Manage Their Finances. Washington, D. C.: United States Department of Agriculture. 1968

Money Management Institute. Chicago: Household Finance Corporation. 1968
I Your Automobile Dollar
II Your Budget
III Your Clothing Dollar
IV Your Guide for Teaching Money Management
V Your Housing Dollar
VI Your Savings and Investment Dollar

Moving to Baltimore. Grempler Realty Company. Towson, Md.

On Your Way to Brighter Washdays. Chicago: Sears Roebuck and Company

Teachers' Guide to Financial Education. Washington, D. C.: Department of Home Economics, National Education Association. 1967

Teaching Taxes Program. Understanding Taxes and Teachers' Guide. United States Department of the Treasury, Internal Revenue Service, Washington, D. C. 1970

Textile Handbook. Washington, D. C.: American Home Economics Association. 1966

Your Federal Income Tax. United States Department of the Treasury, Internal Revenue Service, Washington, D. C. 1970

C. Filmstrips:

Consumer Filmstrip Series. Institute of Life Insurance, New York
I Our Role as Consumers
II Consumers in the Market Place
III Consumers in Action

J. C. Penney Company: New York
The Consumer Decides
sound
Decision Making for Consumers
sound, overhead
transparancy

The Real You. National Livestock and Meat Board

Truth in Lending. sound. Federal Reserve Board, Washington, D. C.

Visual Education Consultants. Madison, Wisconsin
Charge It Please
Clothing Care Cues
Credit Concepts
Credit Sources
Fiber Care
The Installment Contract

D. Overhead transparency:

The Rational Decision Making Process. 3M Company, St. Paul, Minnesota

E. Packets:

Consumer Protection. Foods. Food and Drug Administration, Packet A., United States Department of Health, Education and Welfare, Washington, D. C.

Consumer Protection. Drugs - Cosmetics. Food and Drug Administration, Packet B, United States Department of Health, Education and Welfare, Washington, D. C.

Social Security. Income Maintenance, Health Insurance. United States Department of Health, Education and Welfare, Social Security Administration, Washington, D. C.

BIBLIOGRAPHY FOR CONSUMER EDUCATION AND THE FAMILY (Continued)

Income Tax Withholding Tables. State of Maryland, Comptroller of the Treasury, Income Tax Division, Annapolis, Md.

Food Models. National Dairy Council, Chicago.

F. Slides:

Be a Better Shopper. 100 slides with worksheets and text. Cornell University, Ithaca, New York.

Supplemental Bibliography

In order to keep up to date with new information, it is suggested that the teacher and pupils make use of current issues of the following:

Better Homes and Gardens

Business Week Magazine

Changing Times Magazine

Co-ed

Commodities Price List (foods) - a weekly printing - U.S. Department of Agriculture

Consumer Reports

Consumer Reports - Yearly Buying Guide Issue

Family Economics Review (U.S. Department of Agriculture - Government Printing Office - a Quarterly Publication)

Forum

Good Housekeeping Magazine

Journal of Home Economics

McCall's

Parents Magazine

Seventeen

Time Magazine

What's new in Home Economics

and pertinent mail order catalogs.

HOUSING AND INTERIOR DECORATION

Introduction

Housing for Basic Needs

Community Factors

Selection of Housing

Organization and Use of Space

Application of Principles of Design and Color

Background Elements in the Home

Furniture

Accents and Accessories

Resource Pages

Bibliography

HOUSING AND INTERIOR DECORATION

INTRODUCTION

The instructional area of Housing and Interior Decoration has been developed to provide a basic understanding of the subject of housing as it relates to individuals, families and communities. Since housing is a basic concern of all people and since it represents the largest expenditure of the family's income, an effort has been made to delineate those concepts and specific subject content that would be most meaningful for senior high school pupils.

The introductory part of the study deals primarily with topics that would provide a background of information for making decisions related to housing. The second phase of the unit emphasizes the interrelationship of design principles, art of decorating, and individual creativity as it applies to furnishing and equipping a home. Many practical and useful suggestions for teachers are included throughout this unit.

INSTRUCTIONAL AREA: Living in the Home

UNIT: Housing and Interior Decoration

GENERALIZATION:

Family well-being is promoted through the availability of housing that provides for basic human needs through the selection of suitable housing and through the application of principles of organization and decoration.

CONCEPTS:

Housing enables man to satisfy some of his basic psychological and social needs.

A knowledge of community factors aids in the appropriate selection of location and type of housing.

Choosing appropriate housing is part of a continuous learning experience.

The organization and use of space in a house plan contributes to the potential livability of a home.

Good taste in home decorating may be developed by a widening knowledge and understanding of the elements of design, including line, form, texture, and color.

The creation of an aesthetic interior requires the harmonious integration of furnishings with background areas.

Satisfaction in selection and arrangement of interior furnishings requires a consideration of one's needs, personal preferences, and concept of design.

Attractively displayed accessories add atmosphere and reflect individual interest and taste.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

I. Housing for basic needs

> Concept: Housing enables man to satisfy some of his basic psychological and social needs.

A. Psychological needs

1. Security
2. Privacy
3. Identity
4. Beauty
5. Satisfaction
6. Comfort

B. Sociological needs

1. Interaction with people
2. Sense of belonging
3. Freedom to grow
4. Expression of personality
5. Learning to live together

Write the word "home" on the chalkboard. Have the pupils list thoughts which come to mind when the word "home" is mentioned. With the help of the class, compile a list of reactions.

Have each pupil think about a member of his own family and attempt to list the satisfactions derived by that member from the home.

To further investigate the satisfactions derived from the home, arrange for the class to use at least two periods for the filmstrip: Homes Are for People, Part I, Psychological Needs and Part II, Sociological Needs.

Plan to include these steps for each part:

- -view the filmstrip
- -discuss the filmstrip and compile with the class a list of the needs
- -put the list on the chalkboard
- -have pupils keep a notebook copy of each list for future reference

To stimulate thought and to form a basis for discussion, refer to a current family-oriented TV program, movie, or book. Have the pupils give consideration to the social needs that the fictional home provides for the characters. List these needs on the chalkboard.

Discuss with the class how the kind of house one lives in influences the characteristics and behavior of the people who live in the house.

Filmstrip: Part I - Homes Are For People--Psychological Needs, J. C. Penney, Inc.

Filmstrip: Part II - Homes Are For People--Sociological Needs, J. C. Penney, Inc.

Craig and Rush, Homes with Character pp. 3-17

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Divide the class into 4 groups. Have each group consider one family member (mother, father, son, daughter). Compare the needs of family members.

II. Community factors

> Concept: A knowledge of community factors aids in the appropriate selection of location and type of housing.

A. Forms of housing in the community

1. Room
   - a. Furnished
   - b. Unfurnished
2. Apartment
   - a. Standard
   - b. Condominium
   - c. Cooperative
3. Duplex
4. Semi-detached
5. Group homes
   - a. Town house
   - b. Middle
   - c. End of group
6. Mobile
7. Individual house

Encourage pupils to clip and bring in articles concerning happenings and new ideas in the field of housing and interior decoration. Set aside a bulletin board area in the classroom for posting articles after pupils have given brief summaries to the class.

Ask pupils to identify the forms of housing seen on the way to and from school.

To enable the pupils to become familiar with the types of housing available, have each pupil bring the real estate or housing section of a local paper to class. With the class find examples of housing in the newspapers and form a list on the chalkboard. Determine with the class the forms of housing found in the neighborhood served by the school.

Arrange a bulletin board display of various types of dwellings. Discuss with the class the characteristics of each type.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
B. Styles of home architecture in the community 1. Colonial 2. Georgian 3. Regency 4. French provincial 5. Modern (20th century) a. Rancher b. Multi-level c. Two-story	To help pupils gain an appreciation of the various styles of home architecture, prepare and show transparencies showing the architectural styles. Encourage pupils with artistic ability to prepare drawings of the architectural styles for a bulletin board display. Have several pupils take slides or pictures of various styles of home architecture in the community. Discuss the slides and pictures and classify them according to Colonial, Georgian, etc. To familiarize the pupils with styles of architecture, have the class divide into five groups and assign the study of a style of architecture to each group. Have each group present its findings to the class. To give pupils an opportunity to learn more about architectural styles, plan and arrange for a class study tour to Annapolis, Hampton House or Carroll Mansion. Ask some pupils to discuss with grandparents the type of housing popular when they were first married. Ask for several pupils to report on famous homes; e.g. Winterthur, the Victorian restoration in Cape May, Colonial Williamsburg, and other well-known homes in the area. Assign a pupil to report to the class on Frank Lloyd Wright's influence on housing design: blending house to land.	Lewis, Burns, Segner, Housing and Home Management, pp. 30-35 Craig and Rush, Homes with Character Ch. 3, pp. 38-49 Encyclopedia of Home Designs

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Refer to novels, TV, films to find examples of ways in which the architecture of the home is emphasized in the story. Examples: House of the Seven Gables, Gone With the Wind, Rebecca.	
C. Homes in a constantly changing environment 1. National and state housing problems	Refer to a copy of recent national, state and local housing laws. Discuss with the class what these mean to a prospective builder or home owner.	
2. Community problems a. Deterioration b. Neighborhood in transition c. Increase in population d. Sub-standard housing e. Nuisances and hazards (1) Noise level (2) Air pollution (3) Water pollution	Have the pupils study the community in order to compile a list of community housing problems. Use the lists as the basis for class discussion of local problems arising from and contributing to problems of housing. Discuss with the class the function of the following organizations in helping to solve community problems: Housing and Urban Development Citizens Housing and Planning Association County Planning Commission Community Improvement Association HOPE, Inc. Television programs are often shown concerning housing. Use these programs to supplement instruction. To help pupils understand the many complex housing problems of an urban society, arrange a class study tour to a deteriorating, compacted area. Possibly contact a person working with urban renewal and have that person join you on the tour. For a better understanding of pollution problems	Lewis, Burns, Segner, Housing and Home Management, Ch. 2

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	and possible solutions to such problems, have several pupils contact industries and arrange for interviews. Tape the interviews and use for class discussion. List possible solutions on the chalkboard. Suggest that pupils submit findings to the school paper. Invite a member or members of a community improvement association or a community planning association to speak to the class. Have the pupils prepare for the talk by listing community problems they have observed. Provide time for discussion following the talk. Form a committee to explore the housing situation in the area served by the school. Have the committee utilize all the resources available.	
3. Housing resources in the community a. Office of the Federal Housing Administration b. Local housing authority c. County Planning Commission d. Mortgage departments of banks e. Architects f. Development companies g. Realtors h. Lawyers who specialize in real estate	Have pupils research the housing conditions in the county, giving special consideration to the activities of the home building industry, the housing standards and costs, and the numbers, kinds, and conditions of units currently occupied. Possible research sources: Local realtors Census records Planning Commission records Federal Housing Authority Chamber of Commerce Select a committee to interview people connected with agencies and special interest groups that are working toward finding solutions to the special housing needs of a specific area. From these interviews, have the committee prepare a report which includes: an overview of present housing conditions; an identification of present housing needs; a list of projected future needs; and some recommendations for projected future needs.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
i. Community groups j. Churches	(A summary of this project could be submitted to the school paper.)	
4. Community improvements related to housing	Have the pupils discuss with their parents the community improvements which have occurred within the last few years. Have the pupils list improvements to be further discussed in class.	
D. Current trends in housing communities 1. Future cities a. Megalopolis b. Model city	After the pupils have read the assignment on current trends in housing, have the class discuss and summarize the terminology used, such as megalopolis, urban sprawl, total communities, model cities.	Lewis, Burns, Segner, Housing and Home Management, Ch. 21
2. Planned residential approach to community design	To help pupils become familiar with some of the current trends in housing, arrange a class study tour to Columbia. (Guided tours are available.) Suggest to pupils who are interested in a more concentrated study on an individual basis, topics of research that they may pursue on community problems or new trends in housing. Encourage the pupils interested in new concepts of housing to design and/or construct projects to illustrate their ideas.	
3. Housing for special interest groups a. Housing for the aged b. Low-income housing c. Retirement villages	Select a group of pupils to prepare a showcase or bulletin board showing examples of module housing, retirement villages, planned residential areas, and other innovative housing. Discuss with the class how these examples of housing are designed to meet specialized family needs.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
4. Module concept in housing	Describe the theory of "rent supplement" and have the class consider the implications of this on housing.	
5. Innovations in building materials and methods	Have the class do research to find information about innovations in home building. Have pupils bring to class any articles and information concerning new building materials, concepts and designs that may help to increase housing production.	
	Divide the class into small groups and have them identify the problems most likely to arise when planning for housing needs (e.g., inflation, changing highways, etc.) Bring the entire class together and have each group report.	
III. Selection of housing		
Concept: Choosing appropriate housing is part of a continuous learning experience.		
A. Factors that influence housing selection		
1. Stages in family life cycle	Discuss with the class the various stages in the family life cycle as related to housing needs. (See Resource Page at the end of this unit; also in Human Development and the Family.)	Lewis, Burns, Segner, Housing and Home Management, pp. 6-15
a. The founding stage	Divide the class into committees; have each group list the housing needs for a family in a different stage of development. Discuss with the class how maximum satisfactions can be reached by meeting the needs of the family at each stage in the life cycle.	Wall Chart: The Family Life Cycle
b. The expanding family stage		
c. The crowded stage		
d. The teen-age stage		
e. The launching stage		

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
f. The empty nest stage g. The retirement stage		
2. Values and attitudes a. Standard of living (1) Ideal (2) Acceptable (3) Minimal b. Style of living (1) Formal (2) Informal	To stimulate interest in this section of the unit, have each pupil take the Home Values Test for Family Members (See Resource Pages at end of unit). Discuss with the pupils the term <u>standard of living</u> and how it affects family housing decisions. Have the pupils consider various styles of living with which they are familiar (grandparents, parents, and selected friends). Discuss changes in homes of present generation as compared to those of an earlier generation, and anticipate what changes may occur in the future. Have several pupils role-play a situation where two girls must share a room or apartment, despite very different home backgrounds and standards of living. Have the pupils discuss ways that these girls could resolve their differences and still meet the needs of each individual. Discuss with the class the following questions: What are some ways the physical characteristics of a house affect an individual's intellectual and emotional development? How important are aesthetic considerations in housing?	Lewis, Burns, Segner, <u>Housing and Home Management</u>, pp. 38-42 Penney's Kit, <u>How to Furnish a First Home</u>
3. Family resources a. Money b. Time c. Talents	Encourage the pupils to talk to families who rent their homes and to others who own their homes, to find out what specific items they looked for in choosing their housing. Discuss these items in class.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	To enable pupils to understand the factors involved in the choice of a home, discuss the advantages and disadvantages of a house versus an apartment; and/or discuss the advantages and disadvantages of renting versus owning a house. Assign a pupil to investigate and report to the class how the realtor's computerized house-finding center operates.	
4. Location a. Urban b. Suburban c. Rural	Help the pupils organize a panel discussion on urban versus suburban versus rural living. Discuss with the class what problems can be expected in the society as it becomes more urban.	
5. Neighborhood and community services a. Utilities (1) Gas (2) Water (3) Sewerage b. Public services (1) Police (2) Fire, ambulance c. Transportation d. Schools e. Churches	Have pupils evaluate the community, using the community check list. (See Resource Pages.) From their investigation, list on the chalkboard which services in the community are outstanding, which are satisfactory, and which are lacking.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

B. Legal and financial aspects of housing

1. Renting

a. Owner responsibility

b. Tenant responsibility

Obtain a copy of a standard Real Estate Board lease. Ask several pupils to study the contract and point out for the class what the responsibilities of a contract are for the owner and for the tenants.

To help pupils become aware of the legal responsibilities in housing, arrange a bulletin board display of various legal documents used in renting and purchasing transactions.

Craig and Rush, Homes with Character, pp. 27-32.

Household Finance Corporation, Your Housing Dollar, pp. 11-13

2. Buying a house

a. New house

(1) Down payment
(2) Mortgage

(a) Kinds
(b) Sources

(3) Taxes

(a) Federal
(b) State
(c) Local

(4) Insurance

(a) Property
(b) Fire
(c) Title

Arrange for a real estate agent or a banker to talk with the class on financing housing. Clarify with pupils the terms used in purchasing a house. For example:

appraisal	interest	straight mortgage
assessment	amortize	amortized mortgage
collateral	liquidate	second mortgage
deed	mortgage and	principal
ground rent	land contract	

Assign a group of pupils to investigate mortgage programs available to individuals from banks, FHA and VA. Have them find out how a person goes about getting mortgage financing for housing. (For further information refer to Consumer Education and the Family.)

Household Finance Corporation, Your Housing Dollar, pp. 13-26

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
(5) Hidden costs of home ownership (a) Maintenance (b) Replacement (c) Landscape	Discuss with the class what may appear to be the hidden costs of owning a home, such as upkeep, landscaping, repair, and replacements.	
b. Existing house (1) Reconditioning (2) Remodeling	Discuss with the class the terms recordition and remodel. List on the chalkboard the points the homeowner must consider under each. Pupils who know of a home being remodeled may talk to the owner concerning the project and report to the class.	
3. Building		
a. Acquisition of site b. Codes and zoning	Invite a member of the Zoning Commission to discuss building codes and zoning with the class. Direct the class to find out how building codes and zoning regulations affect an entire community; the individual citizen.	
c. Utilities available d. Architect, contractor	Have pupils gather information concerning mortgage plans and special financing programs available to builders and other groups interested in providing housing.	
IV. Organization and use of space		
Concept: The organization and use of space in a house plan contributes to the potential livability of a home.		
A. Blueprint symbols 1. Structural	To stimulate interest, plan an attractive bulletin board using large blueprints or floor plans as a background. (These large plans can be obtained from contractors and architects, many at no cost.)	Craig and Rush, Homes with Character, Ch. 4, pp. 50-59

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
2. Plumbing 3. Electrical	Several enlarged architectural symbols may be cut out and hung in mobile fashion in front of the board. To illustrate architectural and wiring symbols to the class, sketch symbols on the chalkboard and explain each one. Put symbols on cards and use them on a flannel board, or draw symbols on transparencies. To help the pupils better understand the terminology and architectural symbols used on floor plans, invite the drafting teacher to discuss these items with the class. Invite a contractor or an architect to speak to the class if feasible.	Lewis, Burns, Segner, Housing and Home Management, pp. 43-52 Encyclopedia of Home Design
B. Floor plans 1. Location of areas 2. Use of space 3. Traffic lanes 4. Storage 5. Active and quiet zones	Have the pupils clip house plans from current magazines. Using a checklist (see Resource Pages at end of unit) evaluate each plan, listing the desirable and undesirable features. Use a piece of peg board for demonstrating floor plans and furniture arrangement. The holes measure exactly one inch apart (center to center) making it easy to draw a plan to a 1/2" or 1" scale. Use pieces of plastic foam as furniture. Obtain from managers of local apartment facilities, brochures which show the floor plans for one-bedroom apartments. (The teacher or selected pupils may secure these.) Evaluate the plans in terms of satisfactory and unsatisfactory features. Have pupils analyze and interpret the descriptive phrases used in the brochure to discern exactly what is provided by the apartment owners; i.e., utilities and privileges.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Have each pupil select an apartment floor plan. Using a 1/4" or 1/2" scale, have them draw the floor plan on graph paper. Review with the pupils the proper way to indicate architectural features such as doors, windows, outlets, etc. Provide a place for storage of the floor plan projects so that they may be used later during the study of furniture arrangement.

V. Application of principles of design and color

> Concept: Good taste in home decorating may be developed by a widening knowledge and understanding of the elements of design, including line, form, texture, and color.

A. Design

1. Elements of design

a. Line

b. Form

c. Texture

d. Color

Prepare a "chalk talk" to illustrate line and form to the class. Use colored chalk on flip sheets or use the chalkboard. Use pictures from magazines to show use of line and form in room settings.

To familiarize the pupils with line and form as two of the elements of design, prepare transparencies showing vertical, horizontal, diagonal, and curved lines. Discuss the effects of the different kinds of lines and use pictures from magazines as examples. Show how lines are combined into forms.

Craig and Rush, Homes with Character, pp. 97-104

Filmstrip: What Is Beauty? Part III J. C. Penney, Inc.

2. Principles of design

a. Proportion

b. Balance

(1) Formal
(2) Informal

Prepare a flip chart of room interiors illustrating the principles of design. Define and discuss each principle with the class.

To help pupils understand the principles of design, list the principles on the chalkboard as each one is defined and discussed. Pictures of room interiors may be used to illustrate each principle and to show

Craig and Rush, Homes With Character, pp. 105-113

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
c. Rhythm (1) Repetition (2) Gradation (3) Opposition (4) Transition (5) Radiation d. Emphasis e. Harmony and unity	the relationship of the design principles to room decoration. To illustrate the principles of design to the class, clip examples of rooms from magazines showing formal and informal balance, proportion, emphasis, etc. Mount, label, and organize these for class presentation. File for future use.	
B. Color 1. Dimensions a. Hue b. Value (1) Shades (2) Tints c. Intensity 2. Classification a. Primary b. Secondary c. Tertiary d. Neutralization	To encourage pupils to develop an awareness for color, have them look for color experiences at a store, in school, in advertising art, in a flower print. Using the pupils' accounts of their observations, discuss with the class the ways color can be an important means of self-expression. Demonstrate the value and intensity of various hues to the class by mixing paints and applying them to poster board. Collect swatches that show one hue in several different values and intensities, and use these in a demonstration. (Color scarves from the clothing laboratory could be used for demonstration.) Demonstrate to the class how texture affects color by using the same hue in different textures. To create pupil interest in color, demonstrate how all the colors on the color wheel are made using red, blue, and yellow. Mix small amounts of paint ahead of time and have a supply of small brushes. Form the color wheel showing the primary, secondary, and tertiary colors.	Craig and Rush, Homes With Character, Unit 4, Chart 3 and 4, pp. 114-126 Lewis, Burns, Segner, Housing and Home Management, pp. 182-184

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Properties a. Warm b. Cool	Have pupils differentiate between warm and cool colors by marking them on a color wheel or by sorting swatches of colored materials int, warm and cool piles.	
4. Color harmony a. Dominant (1) Monochromatic (2) One color plus a neutral	Have each pupil create a color wheel using the three primary colors and build the wheel to a minimum of 12. Show analogous, complementary, and monochromatic color schemes. (The color wheel may be created from such media as paper, paint chips, fabrics, colored pencil.)	
b. Contrasting (1) Complementary (2) Split-complementary (3) Triad	Assign a committee of three pupils to investigate this question: How is color experienced by the human brain? Have the committee prepare a poster or bulletin board illustrating the four steps.	Penney's Forum, Spring/Summer, 1968 p. 21
c. Analogous	Using magazines in the department, have pupils find pictures of room interiors that illustrate basic color schemes and discuss how the effect is produced. (These pictures should be organized and labeled for future reference.)	
	Show filmstrips to further develop understanding of color.	Filmstrips: I. Color Concepts - How Eyes and Mind See Color II. Looking for Color - Seeing Color Ideas Everywhere J. C. Penney Company
	To illustrate warm and cool colors, arrange a bulletin board display. Draw a large thermometer and pin it on the board. At the bottom of the thermometer, mount several blue and green illustrations depicting cool room interiors. At the top, picture warm interiors in red and orange. Suggested title: "Color Sets the Temperature."	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Use the flannel board and chips of color or transparencies and colored grease pencils to illustrate how color harmonies are formed.	Filmstrip: The Right Room For You, Seventeen
5. Factors affecting choice of color a. Psychological factors (1) Likes and dislikes (2) Mood or effect desired (a) Receding colors (b) Advancing colors (3) Manner of living	To stimulate thinking about color and moods, have a class activity concerning the "Language of Color." Flash cards of color in front of the class and have each pupil write down her impressions or feelings about each color. Direct a class discussion around pupils' favorite colors. Investigate reasons for preferences. Discuss colors least desired and reasons why. Devise a display of familiar objects colored with an unexpected hue. Ask pupils to supply ideas. Have the pupils describe their responses psychologically. Examples: A grey apple Red milk Green fried egg Pink celery Propose this problem to the class: When two girls share a room, how can color be used to identify each girl's furnishings? To provide a basis for a class discussion on color, place on the chalkboard: What is color to the poet? to the musician? to the artist? to the physicist? to the lighting engineer? to a small child? Have each pupil choose one question and write a few thoughts in answer.	Filmstrip: Decorating Made Easy, Sears Consumer Information Division

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have pupils locate pictures of room interiors that express various moods: cheerful, stimulating, lively, informal, whimsical, simple, homespun, somber, restful, quiet, dignified, conventional, elaborate, studied, rich. (These pictures might be photographed with the visual maker for a slide presentation or color lifts may be made from magazine pictures for use with the overhead projector. Consult librarian for assistance.)	
b. Physical factors (1) Exposure of room (2) Effect of lighting (3) Dimensions of the room	To help pupils develop an understanding of the effect of light on color, examine color swatches under varying light conditions. Direct the pupils to name things that are painted yellow in order to increase their visibility. (School buses, double yellow lines on highway, policemen's raincoats.) Ask the class to think of instances where color can be used to identify hazards, attract attention or distinguish items. (Example: The National Safety Color Code for designating pipes of utility systems is internationally understood: blue - air ducts, orange - steam, yellow - gas, red - electrical system, green - water.) Collect samples of carpeting, drapery material, wallpaper, paint chips, wood, and metal. Have pupils select samples to be used in planning a color scheme for a specific room. Have pupils execute the color scheme using samples. (See Resource Page at end of unit.)	Craig and Rush, Homes With Character, p. 120

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
C. Trends in color uses 1. Traditional favorites a. Red b. Yellow c. Clear green d. Clear blue e. Black f. White 2. Fluctuating hues in shade and tone a. Pink b. Brown c. Ivory d. Beige e. Tan f. Gray g. Gold h. Rose i. Medium green j. Medium blue 3. Fads a. Purple b. Orchid c. Chartreuse d. Turquoise e. Orange f. Dark colors	Have the class divide into three groups and find examples of rooms illustrating the traditional colors, the fluctuating colors, and color fads. Discuss several examples from each group and relate these to contemporary fashions and interior decoration.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

II. Background elements in the home

Concept: The creation of an aesthetic interior requires the harmonious integration of furnishings with background areas.

A. Floors and floor coverings

1. Soft coverings

a. Size

(1) Broadloom
(2) Room size
(3) Area
(4) Scatter
(5) Wall-to-wall
(6) Accent

Have pupils find pictures showing different size rugs and the effect of the size of the floor covering on the room design.

Have pupils check on standard rug sizes and broadloom widths. Set up a problem situation for pupils to solve which calls for the number of square yards needed for a 9' x 12' rug.

Lewis, Burns, Stegner, Housing and Home Management, pp. 184-190

Household Finance Corporation, Your Home Furnishings Dollar, pp. 17-20

b. Fibers

(1) Wool
(2) Cotton
(3) Rayon
(4) Acetate
(5) Nylon
(6) Acrylics
(7) Fur
(8) Straw matting
(9) Olefin
(10) Saran

Obtain samples of fabric floor covering for examination by the pupils. Try to secure a wide variety of kinds and colors.

Discuss with the pupils the general wear and care characteristics of different soft floor-covering fibers.

Craig and Rush, Homes with Character, pp. 248-254

Wingate, Gillespie, Addison, Know Your Merchandise, pp. 279-283, 284-295

Filmstrip, record and booklet, Choosing Your Carpets and Rugs

c. Construction

(1) Tufting
(2) Axminster
(3) Velvet
(4) Chenille

Provide samples for the class of carpeting made by different construction methods. Describe these methods. Have pupils identify different construction methods.

Booklet: Hidden Value Series, How to Select Floor Covering

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
(5) Oriental (6) Braided	Ask pupils to examine carpets at home and discuss the durability and ease of care. Ask them to identify the fiber and construction. Invite a rug salesman to discuss with the class the selection of soft floor covering. Write to carpet manufacturers to obtain materials on carpet construction that could be used as references by the pupils. Have pupils talk with persons who recently purchased carpeting to find out what the purchasers considered before buying.	
d. Texture and pattern (1) Plain (a) Plushes (b) Twists (c) Loops (d) Cut (e) Uncut (2) Deep-textured (a) Embossed (b) Sculptured (c) Carved (d) Striated (e) Popcorn (3) Design (a) Tweed (b) Stripe (c) Tone-on-tone (d) Color blends (4) Patterns (a) Oriental (b) Floral (c) Medallion	Discuss with the class the important decorating decisions which must be made in choosing textures and patterns for floor covering. Determine how room design is affected. Demonstrate to the class how carpeting may be evaluated visually and by touch. Pass samples around for pupils to handle and examine. Have pupils take note of kinds of backing. Have pupils search for new ideas in design and fibers.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
(d) Leaves (e) Geometrics		
e. Care of rugs and carpets (1) Daily, weekly, seasonal	Have a pupil vacuum a section of a carpet. Collect the dirt, measure it, and examine a small amount under a microscope to see the abrasive quality of dirt particles.	Booklet: It's Easy to Care for Your Carpets and Rugs
(2) Kinds of dirt (a) Surface litter (b) Light dust (c) Gritty dirt (d) Grease	Have the pupils examine a soiled piece of carpet to identify the types of dirt present.	Craig and Rush, Homes with Character, pp. 296-298 Filmstrip: Four Steps to Carpet Beauty
(3) Spot removal	Demonstrate spot cleaning and shampooing. Arrange for pupils to care for the rugs and carpets in the home economics department.	
(4) Traffic lane rotation	Discuss with the class the ways the life of a carpet can be extended.	
f. Underlay (1) Felted (2) Rubber (3) Laminated (a) High density foam (b) Sponge cushion	Show samples to the class of the various types of underlay. Place different kinds of underlays under sample pieces of carpet. Have pupils test these by standing and walking over the surfaces. Label and retain underlay samples for future use. Assign a pupil to find out the cost of underlays.	
g. Fraudulent schemes in soft floor covering (1) Bait and switch (2) Referral (3) Yardage jumping	Have the pupils collect newspaper advertisements of soft floor covering. Analyze the material to see if these could be misleading. Describe to the pupils some of the fraudulent schemes that are sometimes encountered in the purchase of carpeting.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
2. Hard coverings a. Woods b. Brick c. Stone d. Ceramic e. Terrazzo	Have pupils identify and discuss kinds and finishes for wood floors. Provide samples of the most common wood floors; i.e., oak, hard maple, fir, and yellow pine. (These samples might be obtained from the industrial arts department or a lumber company.) Collect, organize, and label samples of hard and composition floor coverings for use in class. These enable the pupils to become familiar with the various coverings available and to evaluate them. Retain these for future use and add samples to keep the file current.	Lewis, Burns, Segner, Housing and Home Management, pp. 190-191 and 445 Craig and Rush, Homes with Character pp. 133-134
3. Composition coverings a. Linoleum b. Asphalt c. Cork d. Vinyl e. Rubber f. Vinyl asbestos	With samples of floor coverings, show the class how the texture of materials for floor coverings is important in combining furnishings. Examples: Random width flooring with pegs is often used to achieve a "country" look; oak floors go well with traditional furnishings and area rugs. Discuss with the class and show examples of how the floor contributes to the character of a room (formal or informal, warm or cool, delicate or rugged, active or passive). Assign a pupil to visit a retail store and ask for help in determining quantity and price of several specific floor coverings for a designated area. Example: Calculate the cost of doing a 10'x 12' kitchen in each of the following: ceramic, vinyl, and cork. Have pupils search magazines for pictures of rooms that use composition floor covering in a design or pattern. Evaluate the art quality and the suitability of the background to the specific room.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Have a pupil interview the school chief custodian and find out how the floors in the school are cared for and how special problems are handled.

Demonstrate to the pupils the correct methods to use in caring for: waxed hardwood floors, vinyl tile, asphalt tile, and cork.

B. Walls and wall coverings

1. Physical characteristics

   a. A feeling of enclosure or openness

   b. Degree of formality or informality

   c. Horizontal or vertical eye movement

   d. Texture - smoothness, roughness

   e. Scale of design or pattern

   f. Sound reflection or absorption

Using a display of magazine pictures and the pupil's observation of the interior walls of the school, conduct a class discussion on walls. Consider how many different effects may be achieved through wall coverings, such as the following:

-A feeling of enclosure or openness - transparent or translucent wall materials.

-Degree of formality or informality

-Horizontal or vertical eye movement - Walls may contribute to horizontal eye movement when they seem to stretch space out through the use of low ceilings, beamed ceilings, broad doors, etc. Vertical eye movement - through the use of high ceilings, narrow windows, doors and/or fireplace.

-Texture - Smoothness is associated with formality and roughness with informality.

-Scale - Large scale may be produced through the use of big designs. Small scale patterns may be used to create a home-like feeling in small rooms.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-Sound reflection or absorption - Noise may be reduced somewhat with soft and/or porous sound absorbing materials (plastic, acoustical tile, rugs). -Light reflection or absorption - Light colors and shiny surfaces reflect light and dark colors and dull surfaces absorb light.	
2. Treatment		
a. Wallpaper and plastic coated fabric (1) Wall preparation (2) Measuring (3) Application	Collect samples of wallpaper and plastic-coated wall coverings. Have the pupils examine the samples. Discuss with the class where these might be used and the care and cost of each. Locate and list on the chalkboard the local stores that specialize in wallpaper and paint. Encourage pupils to visit these stores. Determine with the pupils a method for estimating the amount of wallpaper needed for a specific room. Show the filmstrip How to Decorate with Wallpaper, and use this as a basis for a discussion on the decorative aspects of using wall covering.	Lewis, Burns, Segner, Housing and Home Management, pp. 194-196 Craig and Rush, Homes with Character, pp. 137-14. Filmstrip: How to Decorate with Wallpaper
b. Paint as finish for interior surfaces (1) Kinds of paint (a) Undercoats (1^1) Sealer (2^1) Primer	Collect color chips for display on a bulletin board to show the wide range of colors and textures in paint. Describe how the colors can be duplicated by using the formula on the back of the chip. To help make the pupils aware of the different kinds of paints, prepare samples by painting squares of	Hidden Value Series, How to Select Paint and Wall Covering

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

(b) Finish coats

(1_1^1) Oil base
(2_1^1) Enamel
(3_1^1) Alkyd
(4_1^1) Latex
(5_1^1) Vinyl
(6_1^1) Calcimine
(7_1^1) Cement

hardboard with several different types of paint. Label and retain for future use.

Ask pupils to talk to neighbors or families who have recently painted and learn from them the type of paint used and some of the techniques used in application.

(c) Decorative finishes

(1_1^1) Varnish
(2_1^1) Shellac
(3_1^1) Lacquer
(4_1^1) Textured
(5_1^1) Antiquing

Describe to the pupils the special uses for various kinds of paint. (Example: Enamel produces a high gloss, etc.)

Give the class several hypothetical situations in which a family is going to paint walls (or have them painted) and have the pupils recommend types of paint. Consider type of surface to be covered, costs, skill of the painter, anticipated wear, etc.

(2) Care of painted surfaces

Discuss with the class the reasons why the paint on the wall may differ from the color chips. Explain why paint appears to be different on various walls.

c. Other wall coverings

(1) Wood surfaces
(2) Plastic
(3) Ceramic
(4) Metal
(5) Carpet
(6) Leather
(7) Cork
(8) Fabric
(9) Mirror tiles
(10) Parquet
(11) Linoleum
(12) Stone

Place common soil marks on a few paint samples and demonstrate to the class how these may be removed.

Arrange a display illustrating the variety of wall treatments. Solicit the help of pupils in completing this display.

List on the chalkboard the uses of special wall finishes and discuss with the class some advantages and disadvantages of several of them.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have the pupils find pictures in magazines showing decorative effects of various wall treatments. Investigate with the pupils the methods used to attain textured effects in wall treatment. Secure a large, corrugated paper carton, preferably almost square. Finish each of its 6 outside surfaces in a different popular wall treatment. Show swatches of fabrics, carpet samples, and pictures of furniture against this background.	
C. Windows and window treatments 1. Kinds of windows a. Double sash b. Arched c. Dormer d. Picture e. Hopper f. Awning g. Casement h. Jalousie	Have the pupils identify the kinds of windows in their homes and at school. Have the pupils study and examine illustrations in textbooks and magazines that show various kinds of windows. Have a group collect and mount pictures of these window types for a bulletin board display. Have the pupils draw and label a diagram of a double sash window. To create an awareness of the importance of window treatment in interior decorating, show the filmstrip Window Treatments, Styles and Selection. With the class formulate a list of suggested window treatments.	Craig and Rush, Homes with Character, pp. 145-158 Lewis, Burns, Segner, Housing and Home Management, pp. 195-198 Seng, Furniture Facts, pp. 158-162 Filmstrip: Window Treatments, Styles and Selection Hidden Value Booklets, Window Treatments Styles and Selection
2. Window coverings a. Venetian blinds b. Shades c. Sliding panels	Discuss with the class how window treatments can be used to adjust the functions of windows to meet the needs of people living in the home (selection of blinds, shades, shutters, curtains, draperies, etc.).	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
d. Draperies e. Glass curtains	Have pupils collect illustrations of different kinds of window coverings to be used for discussion and/or a bulletin board display.	
f. Shutters g. Curtains (1) Priscilla (2) Cottage (3) Crisscross (4) Tailored (5) Cafe (6) Austrian puff	To enable pupils to become familiar with the various drapery valances and cornices, prepare transparencies or make small cut-outs of these to use on the flannel board.	1,001 Decorating Ideas, (Published twice a year) Conso Products, Inc.
h. Cornices and valances i. Swags and cascades	Have the pupils determine how the exposure of the windows and the setting of the house may influence the choice of window covering. (Example: Western exposures receive intense afternoon sun.) To illustrate to the class the various types of window coverings, clip examples from magazines. Mount and label; use these separately or prepare a flip chart. File for future use. Arrange a bulletin board display showing window treatments for (a) a modern home, (b) a formal Georgian home, and (c) a Cape Cod cottage. Discuss with the class the correlation between window treatments and style of the home. Analyze pictures of window coverings with the pupils and reach some conclusions about the factors which influence the length of curtains or draperies. Collect and show examples of good proportion. Show the pupils how to treat problem windows to improve apparent proportions. Use pictures of problem windows or sketches on the chalkboard.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Hardware for windows and window coverings a. Kinds of rods (1) Adjustable traverse (2) Decorative (3) Custom cut (4) Adjustable cafe (5) Cafe (6) Panel track b. Accessories (1) Rings (2) Hooks (3) Weights	Prepare a showcase of pictures and actual samples of a wide variety of drapery hardware and accessories as possible. Interest the pupils in bringing items to complete the display. Encourage pupils to visit the drapery department of several stores to investigate the variety in drapery hardware. Have pupils do a pencil sketch of a creative window treatment and list the type of hardware needed to execute the idea. Mount a 36" traverse rod on a board to be used to demonstrate correct measurements for draperies. (The sample drapery the pupils make should precisely fit 1/2 of this rod.)	
4. Care of windows and window coverings a. Label information b. Cleaning window coverings (1) Vacuum (2) Laundry (3) Dry cleaning c. Cleaning windows	Have each pupil construct a sample tailored, custom-made, french-pleated drapery. Supplies needed: 22" drapery fabric 48" wide (1 panel) (or 44" of 36" width to produce 1½ panels) 22" lining 45" wide 48" buckram 4" wide 2 weights (This will produce a drapery for 1/2 of a 36" window with a 3" wall extension and a 3" overlap.) Encourage the pupils to keep the sample drapery and the instructions in a box so that it can be used as a guide for making full-size draperies later. To make the pupils aware of the care of window coverings, discuss points to look for on the label; such as amount of shrinkage, fiber content, sun resistance, moth and mildew resistance, etc. Use several samples of drapery fabrics to demonstrate amount of shrinkage.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Demonstrate various window cleaning agents to the class. Apply agents to small area of glass and have the pupils compare the cleaning results.	
D. Lighting for the home		
1. Lighting needs a. Activities b. Health and safety	Discuss with the class the lighting needs in relation to family activities or functions of a particular room. Encourage pupils to visit lighting centers or lighting departments in stores to see the variety of lighting fixtures available.	Craig and Rush, Homes with Character, pp. 215-220 Lewis, Burns, Stegner, Housing and Home Management, pp. 198-202
2. Types of lighting a. Indirect b. Semi-indirect c. General diffuse d. Semi-direct	Invite a consultant from the electric company to talk to the class on the role of lighting in today's living. Discuss with the class and show samples of the various types of lighting.	Pamphlet: Lighting for Better Living Booklet: Teaching about Light and Sight
VII. Furniture		
Concept: Satisfaction in selection and arrangement of interior furnishings requires a consideration of the individual's needs, personal preferences, and concept of design.		
A. Selection		
1. Furniture styles a. Antiquity (before 1830) (1) Greek and Roman (2) Middle Ages (3) Renaissance	Direct the librarian to prepare a bibliography of references concerning the historical background of home furnishings and other material on housing and interiors. After examining these resources, have the librarian place the best of the collection on reserve for use by the teacher and pupils in this	Craig and Rush, Homes with Character, pp. 161-185 Seng, Furniture Facts, pp. 12-63

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
(4) Baroque (5) William and Mary and Queen Anne (6) Louis XV (7) Georgian (8) Directoire (9) Early Colonial (10) Late Colonial and Federal b. Modern (after 1830) (1) Victorian (2) Contemporary	class. Arrange a class period in the library classroom to show these books to the class and acquaint pupils with the content of the material. Collect and mount a few pictures illustrating the following: a fine antique, a skilled reproduction, an adaptation, and a modification. Show these to the pupils to encourage an appreciation of fine design in furniture. Help pupils to analyze the factors that contribute to a well-designed piece. To stimulate interest in furniture styles, arrange a bulletin board display showing the various styles (suggested title: "Puzzled about Furniture Styles?"). Use examples clipped from magazines or drawings which have been traced from enlarged opaque projections. Mount each style on an enlarged "puzzle piece." Arrange for the class to visit a furniture or department store. (Usually a talk can be planned, along with the opportunity for the pupils to see a variety of furniture styles.) For best results, thoroughly plan the itinerary with the store. Have pupils describe the appearance and atmosphere of rooms decorated in different period styles. Suggest to pupils interested in contemporary furniture that they research current periodicals for new concepts in design of furniture and new materials used. Have pupils report their findings to the class. Invite a speaker to the class who can bring information concerning antiques. Collect and mount pictures of well-designed home furnishings. Have pupils enumerate and learn to recognize the	What's New in Home Economics, Furniture Styles through the Ages Kroehler, Let's Talk About Furniture Styling

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

features and qualities that have endured, thus contributing to the development of discriminating taste.

Have the pupils learn the names and identifying characteristics of familiar furniture pieces. Assign each pupil four specific things to find in pictures or to draw in pen sketches. Have pupils properly mount the pictures and present them to the class with a short description.

Seng, Furniture Facts, pp. 133-145

Present the furniture styles to the class in a series of slides. Use the visual maker to make a set of slides of the furniture styles; label, organize and retain for future use. (Commercial slides are also available.)

Encourage pupils to identify furniture styles in their homes and to recognize period influences on present-day furnishings. Have pupils bring to class pictures of special pieces.

Arrange a class study tour to Hampton House, Winterthur, Mount Clare, or the Case and Hammond-Harwood houses in Annapolis to give pupils an opportunity to see examples of historical furniture.

Assign pupils to do special reports on furnishings in the White House, Hampton House, Winterthur, The Smithsonian Institute, Baltimore Museum of Art, Metropolitan Museum, or on the furnishings used in the restoration at Cape May and Williamsburg. Determine if there are local houses of interest that may be seen by pupils.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Have pupils collect pictures of furniture being made today. Help pupils relate the design of today's furniture to the designs of the past. Determine with pupils what constitutes a poorly-designed new piece, a finely-designed piece. Allow each pupil to select a style of furniture in which he is interested and prepare a report including the historical background, general characteristics, and illustrations. Inspire pupils to be creative in their approach to the study; make suggestions about the various ways this can be done.	
2. Quality and construction a. Materials used in construction of furniture (1) Wood (a) Hardwoods (b) Softwoods (c) Finishes and care (2) Plastic (3) Glass (4) Paper (5) Metal (6) Marble	Collect a group of finished samples of furniture woods, such as walnut, maple, mahogany, teak, and rosewood. Have pupils study the grains and finishes of samples until they develop some proficiency in recognition. Have pupils study the characteristics and care of the different kinds. Describe to the pupils the differences between veneered furniture and furniture constructed of solid wood. Show pupils a sample of veneer. To familiarize pupils with the various woods used in furniture making, invite the industrial arts teacher in to discuss and show samples of the various woods. (A local cabinet maker may also be a resource person.) Prepare a demonstration for the class showing simple stain removal techniques on wood surfaces.	Seng, Furniture Facts, pp. 85-103 Wingate, Gillespie, Addison, Know Your Merchandise, pp. 633-637

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Construction features (1) Case pieces (a) Drawer construction (b) Joints (c) Frame (d) Hardware (2) Upholstered pieces (a) Frame (b) Springs (c) Underconstruction (d) Padding	To illustrate construction features to the class use a wood chair. Discuss and then list each feature on the chalkboard; or make up cards prior to the presentation and post cards on flannel board as each feature is discussed. To illustrate the construction features of furniture, have several pupils prepare a skit on "Points to Look For When Selecting Furniture," taking the roles of a salesman and several prospective buyers. In the follow-up discussion, list on the chalkboard the understandings one must have to make wise furniture purchases. Collect several furniture advertisements. Use these to work with pupils to identify information that is of value to the consumer. Ask pupils to read furniture advertisements in order to discriminate between accurate information in advertisements and the emotional appeal made by the advertiser. (A local upholsterer may be invited to class to discuss the construction features of upholstered furniture. It may be possible for the upholsterer to bring several pieces in various stages of upholstery to enable the pupils to see the inside construction.) Plan with an upholsterer to take slide photographs of a chair in the various stages of upholstering. Label, organize, and file slides for future use.	Seng, Furniture Facts, pp. 78-83 Craig and Rush, Homes with Character, pp. 256-263 Wingate, Gillespie, Addison, Know Your Merchandise, pp. 638-644 Household Finance Corporation, Your Home Furnishings Dollar, pp. 28-28 Wingate, Gillespie, Addison, Know Your Merchandise, pp. 645-650 Kroehler, Let's Talk About Furniture Quality and Construction
3. Upholstery a. Appropriate fabrics for furniture styles b. Performance of fabric	Using upholstery fabric swatches and pictures of various furniture styles, illustrate for the class the coordination of fabrics to furniture styles. Prepare a flip chart to show the class how to coordinate various upholstery fabrics with furniture styles. File the chart for future use.	Kroehler, Let's Talk About Upholstery Fabrics

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
B. Furniture arrangement 1. Design a. Center of interest b. Proportion c. Balance d. Relation to architectural features e. Optical effects	Have pupils study references and make a list of rules that apply to furniture arrangement in any room of the house. Direct pupils to save this list for use in planning apartment furniture arrangement. Assign a pupil to interview a homemaker whose home is attractively furnished to find out what kinds of things were taken into consideration in arranging furnishings. Discuss with pupils the satisfactions and drawbacks of attempting to decorate a room like a picture in a magazine.	Craig and Rush, Homes with Character, pp. 186-198 Lewis, Burns, Stegner, Housing and Home Management, pp. 218-219 Household Finance Corporation, Your Home Furnishings Dollar, pp. 12-13
2. Function a. Family activities (1) Interests (2) Hobbies b. Traffic lanes c. Functional groupings (1) Conversation (2) Reading (3) Listening	Have the pupils select pictures of living rooms which express different modes of life; then speculate on the kinds of families that would enjoy each type of room. List the home activities that seem to have been considered by the decorator when arranging the furniture. Have pupils collect and discuss pictures of living rooms which show furniture groupings suited to viewing TV, studying, reading, or entertaining.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Have each pupil draw a rough pencil sketch of the living room at home and tell some of the reasons why the furniture is arranged in that particular way.

As an approach to identifying objects in the home that have special meaning, have each pupil imagine a home with all new furnishings. Ask the pupil to name a specific item in the home that would be missed if the home were completely refurnished.

List on the chalkboard the pieces of living room, bedroom, and dining room furniture which form horizontal, vertical, and diagonal lines. Review with the class and apply the rules that relate to the placement of furniture of different sizes and shapes.

Help pupils to understand the sizes and shapes of specific pieces of furniture and the amount of space needed for them. Have the pupils take measurements to determine the space required for:

Opening a desk drawer
Seating at a table
Space needed between coffee table and sofa
Serving at a table
Opening a sofa bed

Use the flannel board and furniture cut-outs to show the pupils why it is more difficult to arrange furniture in some rooms than in others. Illustrate traffic patterns and ways to arrange furniture for certain activities.

To help pupils understand the basic guides for room arrangement, use a large cardboard box which has had the top and one side removed. Divide the floor of the box into equal squares, each square representing

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	one foot; the dimensions of the room should be realistic. This will provide the floor plan. For furniture, instead of using templates, use three-dimensional pieces made from blocks of wood, foam rubber, styrofoam, or cardboard, in scale. Prepare a simple floor plan on a flannel board. Prepare 1" scaled furniture silhouettes with a flannel backing. Use this to illustrate furniture arrangement guides to the class. Using the apartment floor plan completed earlier, have the pupils draw furniture to scale for a living room, dining room, bedroom, and kitchen. Have pupils arrange the furniture for the optimum use of space, using the rules of furniture arrangement. Have the class evaluate some of these plans.	
VIII. Accents and accessories Concept: Attractively displayed accessories add atmosphere and reflect individual interest and taste.		
A. Basic guides for selecting and using accessories 1. Personal enjoyment 2. Decorative value 3. Aesthetic pleasure 4. Room enhancement	Have the pupils identify and discuss factors that influence decorating trends in accessories. Assign a committee of pupils to check local stores to determine the kinds of accessories on the market; then report to the class. Demonstrate to the class how to mat an inexpensive print. Refinish an old frame to harmonize with the print. Demonstrate how to frame and hang the picture.	Craig and Rush, Homes with Character, pp. 201-214 Lewis, Burns, Stegner, Housing and Home Management, pp. 220-223

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
B. Kinds		
1. Wall accessories	To illustrate to the class various ways to use pictures in room settings, clip examples from magazines and use them in a bulletin board display, or prepare a flip chart.	
a. Pictures		
b. Mirrors		
c. Clocks	Reproduce an outline picture of a fireplace and the background wall. Have each pupil plan a picture grouping or other wall decor for the wall space. Evaluate these for balance and proportion.	
d. Sconces		
e. Textiles	Demonstrate how the design and materials in accessories influence their use with various furniture styles.	
f. Plaques		
g. Shelves	Direct a class discussion on how mirrors may contribute to the decorating scheme of a room by producing an illusion of additional space, by becoming a center of interest, or by highlighting an object by reflection.	
2. Other accessories		
a. Lamps	Assign a pupil to prepare a special class report on mirrors. Place emphasis on the history of the mirror, how it is made, and the decorative uses of the mirror. The same type of assignment could be used with clocks.	
b. Pillows		
c. Plants and flowers		
d. Sculpture	Collect pictures showing a variety of decorative and functional accessories for the home. Arrange a bulletin board display of the more interesting examples. Have pupils help add to the collection.	
e. Ceramics		
f. Candles and candlesticks	Use pictures, overlays, or a flannel board with cut-outs to show how the wall space in a room affects the size, shape, and grouping of pictures.	
g. Glass		
h. Screens		

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Suggestions for class discussions on accessories:

-The contributions clocks, sconces, textile wall hangings, plaques, shelves, etc., can make to the mood, tone, and spirit of a room.

-How accessories may serve as a center of interest, an accent color, or complete a grouping.

-The uses of pillows in adding a variety of shapes and textures to a room.

-The effect of magazines placed on a coffee table or lamp table in adding color and interest to a room.

-The uses of screens as room dividers, shields, light filters, etc., both for functional purposes and for decoration (even serving as a center of interest).

Have the pupils list the room accessories they have observed most frequently. Indicate the ones that are purely decorative and those that are functional as well as decorative.

Demonstrate the basic principles of flower arrangement to the class. Discuss how flower arrangements lend a personal touch to a room. If time permits, have pupils practice arranging flowers.

Have the pupils work in groups to determine the minimum furnishings needed to comfortably furnish a three-room apartment on an income that is typical for a young couple in this community. Determine the cost of each room. Use prices in catalogs, newspapers, and stores. Total all the estimates. Have each group present their conclusions to the class for discussion.

Filmstrips:
Your Space Age Kitchen

Let's Decorate the Bathroom

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Table appointments		
a. Factors to consider in selection (1) Family needs (2) Design (3) Cost (4) Care	For a background of information, have pupils read articles that are pertinent to the study of dinnerware, glassware, flatware, holloware, and linens. Have pupils examine examples of dinnerware and discuss with the class the physical properties, styles, cost, use, and care of the various kinds of dinnerware.	Craig and Rush, Homes with Character, pp. 280-283 Shank et al, Guide to Modern Meals, pp. 123-126
b. Dinnerware (1) Porcelain (2) Earthenware (3) Pottery (4) Plasticware (5) Ovenware (6) Pyroceram	Clarify with pupils the meaning of terms related to the study of dinnerware, including open stock and place setting. Have pupils examine a porcelain plate carefully. Use the following tests to determine quality: Can shadow of fingers be seen when plate is held to light? Does a tap on the edge of the plate produce a bell-like sound? Using chipped pieces of dinnerware, demonstrate a test for porosity by dropping ink into the chipped areas. Determine the type of dinnerware that is most porous; least porous. Discuss with the class the possible implications for sanitation if cracked or chipped dinnerware is used for serving meals.	Lewis, Burns, Segner, Housing and Home Management, pp. 274-279
c. Glassware (1) Lime (2) Lead	At school and at home, have pupils look for examples of glassware, including blown glass and pressed glass. Clarify with pupils the difference between the two types of glassware.	Craig and Rush, Homes with Character, pp. 283-289 Lewis, Burns, Segner, Housing and Home Management, pp. 280-283

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
		Shank, Guide to Modern Meals, pp. 122-123
d. Flatware (1) Sterling silver (2) Plated silver (3) Stainless steel (4) Vermeil	Clarify with pupils the various types of flatware currently available for consumers. Identify the physical properties of sterling silver, plated silver, stainless steel, pewter, brass, and vermeil. Have pupils investigate the methods used in caring for and storing flatware at school and at home. With the help of the class, list suggestions for improvements which will save work and maintain flatware ready for use.	
e. Holloware (1) Sterling silver (2) Plated silver (3) Pewter (4) Brass	Assemble different types of dinnerware, flatware, glassware, and linen and arrange them into harmonious place settings. Have pupils experiment with creative use of table appointments. With the help of the class, list on the chalkboard the most important points to remember in caring for dinnerware, silverware, and glassware.	
f. Centerpieces (1) Flowers (2) Containers	Discuss with the pupils the general rules for arranging centerpieces. Demonstrate appropriate arrangements for dining tables. Arrange a display of flower containers and in a discussion have the pupils suggest the types of flowers and decorative table schemes for which the containers would be suited. Provide opportunity for pupils to have practical experiences arranging centerpieces.	Craig and Rush, Homes with Character, pp. 223-230

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
g. Tablecovers		
(1) Tablecloths and napkins (2) Place mats (3) Protective pads	Have pupils examine tablecloths made of as many different fabrics as possible; i.e., linen, cotton, synthetics, plastic, and paper. Discuss the physical properties, care required, and appropriateness for various occasions. Show pupils examples of various types of place mats: fabric, plastic, cork, and straw. Demonstrate their use in table settings for informal occasions.	Craig and Rush, Homes with Character, pp. 277-278 Lewis, Burns, Segner, Housing and Home Management, p. 274 Shank, Guide to Modern Meals, pp. 121-122

The Family Life Cycle

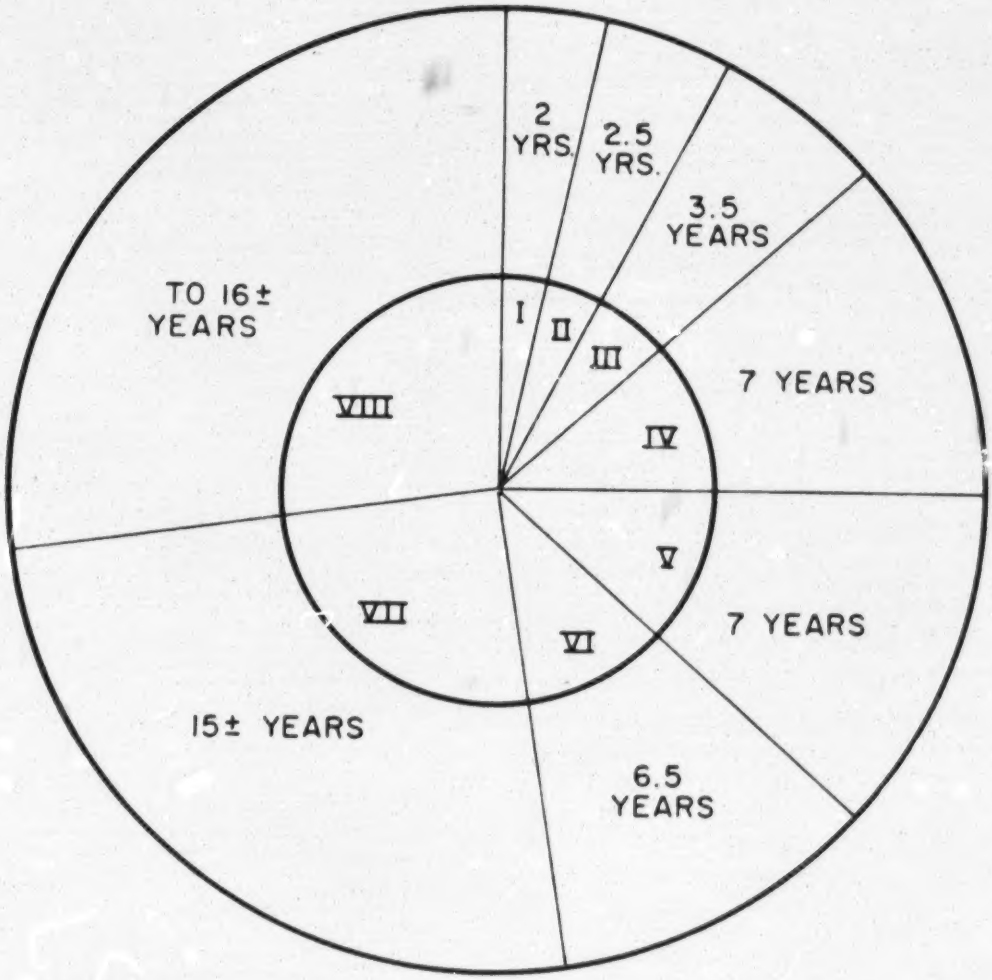

CHART 1. The Family Life Cycle by Length of Time in Each of Eight Stages [1]

- **I BEGINNING FAMILIES** (Married couple without children).
- **II CHILDBEARING FAMILIES** (Oldest child birth—30 months).
- **III FAMILIES WITH PRESCHOOL CHILDREN** (Oldest child 30 months—6 years).
- **IV FAMILIES WITH SCHOOL CHILDREN** (Oldest child 6–13 years).
- **V FAMILIES WITH TEENAGERS** (Oldest child 13–20 years).
- **VI FAMILIES AS LAUNCHING CENTERS** (First child gone to last child leaving home).
- **VII FAMILIES IN THE MIDDLE YEARS** (Empty nest to retirement).
- **VIII AGING FAMILIES** (Retirement to death of both spouses).

[1] Data from U. S. Bureau of the Census.

HOME VALUES TEST FOR FAMILY MEMBERS

Developed by Dr. Virginia Cutler,
University of Utah

You may want all 10 homes, but for this test you can have only one at a time. Make a choice between the 2 homes in each pair and draw a circle around the number of the home you choose. For example, if you were choosing a radio:

1 - is the radio which has good tone quality.

2 - is the radio which will get long distance stations.

1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
10 - is the inexpensive home. It costs little to operate and suits the family income.

---

9 - is the home where you can bring your friends. You can have many good times here.
6 - is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

---

2 - is the comfortable home. Here you can rest and relax and feel at ease.
8 - is the safely built home. There is little danger of fire, accidents, and other such troubles.

---

7 - is the home that gives you some privacy. You can do the things you want to do without being bothered.
9 - is the home where you can bring your friends.

---

3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.
6 - is for personal interests and hobbies. You can spend your spare time as you desire.

---

4 - is the home in the ideal location. It is near the things that are really important to you.
1 - is the beautiful home. It has nice colors and good design.

---

6 - is for personal interests or hobbies. You can spend your spare time as you desire.
10 - is the inexpensive home. It costs little to operate and suits the family income.

---

5 - is the home built for good health. It is clean, there is plenty of sunshine and fresh air.
3 - is the convenient home. It is neat and orderly and has many labor-saving devices.

---

10 - is the inexpensive home. It costs little to operate and suits the family income.
9 - is the home where you can bring your friends.

---

8 - is the safely built home. There is little danger of fire, accidents, and other such troubles.
7 - is the home that provides privacy. You can do the things you want to do without being bothered.

---

1 - is the beautiful home. It has nice colors and good design.
7 - is the home which offers privacy. You can do the things you want to do without being bothered.

---

9 - is the home where you can bring your friends.
3 - is the convenient home. It is neat and orderly and has many labor-saving devices.

---

5 - is the home built for good health. It is clean, there is plenty of sunshine and fresh air.
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---

6 - is for personal interests or hobbies. You can spend your spare time as you desire.
8 - is the safely built home. There is little danger of fires, accidents, and other such troubles.

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---

6 - is for personal interests or hobbies. You can spend your spare time as you desire.
5 - is the home built for good health. It is clean, there is plenty of sunshine and fresh air.

---

2 - it is the comfortable home. Here you can rest, relax, and feel at ease.
4 - is the home in the ideal location. It is near things that are really important to you.

---

8 - is the safely built home. There is little danger of fire, accidents, and other such troubles.
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4 - is the home in the ideal location. It is near to the things that are really important to you.
10 - is the inexpensive home. It costs little to operate and suits the family income.

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9 - is the home where you can bring your friends.

---

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6 - is for personal interests and hobbies. You can spend your spare time as you desire.

---

7 - is the home which offers privacy. You can do things without being bothered.
2 - is the comfortable home. You can rest, relax, and feel at ease.

---

5 - is the home built for good health. It is clean, there is plenty of fresh air and sunshine.
8 - is the safely built home. There is little danger of fires, accidents and other such troubles.

---

9 - is the home where you can bring your friends.
4 - is the home in the ideal location. It is near to the things that are important to you.

---

7 - is the home that gives you privacy. You can do things without being bothered.
4 - is the home in the ideal location. It is near to things that are important to you.

---

2 - is the comfortable home. Here you can rest, relax, and feel at ease.
10 - is the inexpensive home. It costs little and suits the family income.

---

3 - is the convenient home. It is neat and has many labor-saving devices.
1 - is the beautiful home. It has nice colors and good design.

---

8 - is the safely built home. There is little danger of fire, accidents, and other such problems.
3 - is the convenient home. It is neat and orderly and has many labor-saving devices.

---

10 - is the inexpensive home. It costs little and suits the family income.
5 - is the home built for good health. It is clean, there is plenty of fresh air and sunshine.

---

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9 - is the home where you can bring your friends.

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8 - is the safely built home. There is little danger of fires, accidents, and other such troubles.

---

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5 - is the home for good health. It is clean, there is plenty of fresh air and sunshine.

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7 - is the home that gives you some privacy. You can do things without being bothered.

Here you will find the answer to the question, "What kind of home would I be happiest to live in?" Review this test. Count all the 1's you have circled and write the total beside number 1 in the list below. Then count the 2's circled and continue through the 10 numbers.

TOTALS

_____1 Beauty	_____5 Health	_____9 Friends
_____2 Comfort	_____6 Hobbies	_____10 Economy
_____3 Convenience	_____7 Privacy	
_____4 Location	_____8 Safety	

Now make a new list. Write the word having the highest number under "totals" in the first space below. The word with the next highest total in the second space and continue until all 10 words are written. If there is a tie, write words in order as you choose.

1. _____	4. _____	7. _____	10. _____
2. _____	5. _____	8. _____	
3. _____	6. _____	9. _____	

COMMUNITY CHECK LIST

I. GENERAL APPEARANCES

1. Nearby homes within the same general price range as yours
2. Nearby houses and lawns well kept
   Some poorly kept lawns and some houses not well maintained
   General evidence of poor maintenance of houses and lawns
3. Nearby houses used as family dwellings only (check zoning)
   Evidences of encroaching commercial establishments (such as beauty parlors, dressmaking establishments, etc. being housed in nearby dwellings)
4. Homes not all the same style

II. SERVICES

Utilities

1. Electricity available at site
   Electricity not available at site, but can be secured for a charge
   Electricity not available
2. City water and sewer available
   City water not available, but there is well-established non-polluted well
   City sewer not available, but satisfactorily performing septic tanks in use in neighborhood
3. City gas available
   City gas not available

Public Services

1. Streets well-lighted
2. Police protection
3. Fire protection, ambulance - well-equipped, effective station located within 2 miles of house
   Privately owned or volunteer department
   No fire protection
4. Streets paved and well-maintained
   Storm sewer or adequate ditches for carry-off rain water
   Unpaved or poorly maintained streets
   No storm sewers or drainage ditches
5. Library services
6. Sidewalks
7. Parking spaces

Transportation

1. House within walking distance of city bus stop
   City bus service not available

Shopping Facilities

1. Shopping center within 1 mile, but not closer than ½ mile (scaled to meet particular needs)

Medical

1. House within easy driving distance (1-1½ miles) of hospital
   House not more than 5 miles from hospital
2. House within 1 mile of drug store, but not closer than ½ mile

Schools

1. Elementary school not more than ½ mile from house
   Elementary school not within walking distance, but school bus serves area
2. High School within 1 mile of house
   High School not within 1 mile of house, but school or city bus stop nearby
3. Necessary to use private car for transportation of children to and from school

Churches

1. Church of your denomination within 1 mile of house
   Church of your denomination within 3-5 miles of house

Park Area

1. Park area within 1 mile of house

III. NUISANCES AND HAZARDS

1. No factories or mainline railroads within 2 miles of house
   No air pollution by smoke or odors
   Air polluted by smoke or odors
   Water pollution
2. Arterial highways and busy city streets far enough away that they do not create hazard for children or pose noise problem
   Arterial highways and busy city streets close enough to be hazard for children
   Noise from arterial highways and busy streets audible
3. Taverns, all-night drive-ins etc. not within 1 mile of house
   Taverns, all-night drive-ins within 2-3 blocks of house
4. Neighbors do not keep annoying animals (raise chickens, rabbits, etc.)

CHECK LIST OF HOUSE PLANS

I. Entrance Area
   1. Entrance is covered in order to provide protection from weather
      No cover at entrance
   2. Exterior light adequate for safety
   3. Provides privacy by means of separate entrance hall
      Use of device to create feeling of privacy
      Opens directly into living room
   4. Provides easy access to all parts of the house
   5. Guest coat closet near front door
      Open front door does not interfere with the opening of closet door
      Open front door interferes with the opening of closet door
   6. Weather-proof floor covering in entrance area.

II. Living Area
   1. Space is adequate and usable for:
      Furniture arrangement to seat family and guests
      Wall space does not lend itself to furniture rearrangement
      Furniture arrangement for family activities
      Furniture arrangement cannot be divided into various groupings
   2. Does not serve as a passageway to any other portion of house
      Serves as a passage way to one other area
      Serves as a passage way to two other areas
      Serves as a passage way to more than two other areas
   3. Visual and sound privacy from bathroom area
      No visual and sound privacy from bathroom area
      Bedroom hall not directly in line of vision of those seated in living room
      Bedroom hall directly in line of vision of those seated in living room
   4. Is easily accessible to kitchen
      Not easily accessible to kitchen
   5. At least one wall plug per 10 feet of wall space
      Does not have one plug per 10 feet of wall space
   6. Dual light control for multiple entrance
      Only one light switch per light

III. Dining Area
   1. Area is adequate to accommodate table large enough for family members and guests
      Area is adequate for above plus room for sewing if space is not provided elsewhere
   2. Adjoins kitchen
   3. Doors are spaced so that furniture can be arranged to provide for convenience in serving
      Swinging doors adjoin kitchen
   4. Adequate windows for ventilation and light
   5. Serves as passageway from kitchen to bedroom area
      Serves as passageway from no other area
   6. Passageway from kitchen to front door traverses one side of dining table only
      Passageway from kitchen to front door goes around most of dining table

IV. Kitchen
   1. Work areas in unbroken L or U shape
      Cabinet space planned to eliminate dead corners
      Sink area separates stove from refrigerator
      Stove and refrigerator placed next to each other
      Work area adjacent to sink, stove, and refrigerator
   2. Cabinets with total length of base cabinet fronts over 11 feet with easily accessible space

IV. Kitchen (continued)
- Cabinets with total length of base cabinet fronts between 9-11 feet with easily accessible space
- Cabinets with total length of base cabinet fronts over 11 feet with some space not easily accessible
- Cabinets with total length of base cabinet fronts between 9-11 feet with some space not easily accessible
- Cabinets with total length of base cabinet fronts under 9 feet

3. Cabinets are proper height permitting individual to work comfortable
   Cabinets are too low or too high to permit individual to work comfortably
4. No doors, when open, stand in front of appliance or work area (or other device in way)
5. Effective exhaust fan over kitchen range
6. Doors of width to permit large equipment to be brought in
7. Easy access to front door and phone
8. Electric outlets placed for convenient appliance use (i.e. at mix area, ref., etc.)
9. Adequate space betwen opposite appliances or cabinet to avoid congestion:
   at least 4'6" but under 6'
   4' or under
10. Lighted surfaces
11. Durable counter finishes
12. Stainless steel sinks

V. Utility Area
1. Near main work areas
   Away from quiet areas
   In carport or garage (esp. applicable in colder climates)
   In basement
2. Easy access to exterior for hanging clothes
3. Space for drying clothes in bad weather (adjust points for climate)
4. Counter, storage space and ironing area
5. Sink for hand wash, etc.

VI. Service Entrance
1. Is convenient to laundry, kitchen, garage
2. Covered entrance from carport or garage to house
3. Provision for storage of outdoor wear
4. Drain provided

VII. Bedroom provides:
1. Sufficient wall space for twin beds
2. Sufficient wall space for double bed
   Sufficient floor space for making beds (at least $2\frac{1}{2}$ feet on each side of bed)
3. Closets
   One closet per occupant with minimum length of 4 feet each
   One closet with $3\frac{1}{2}$ feet per person allowance
   Adjustable rods and shelves
   Doors that open the whole area without using extra floor space
   Doors that open part of closet area
   Light fixture placed to front for adequate lighting
   Upper portion of closet utilized and accessible
4. Wall space for one storage chest
5. Floor space for one chair and lamp
6. Electrical outlets for at least two separate lights
7. Window placed so that benefits of cross-ventilation received at sleeping area
8. Space for hobbies, study and/or activities
9. Telephone in bedroom

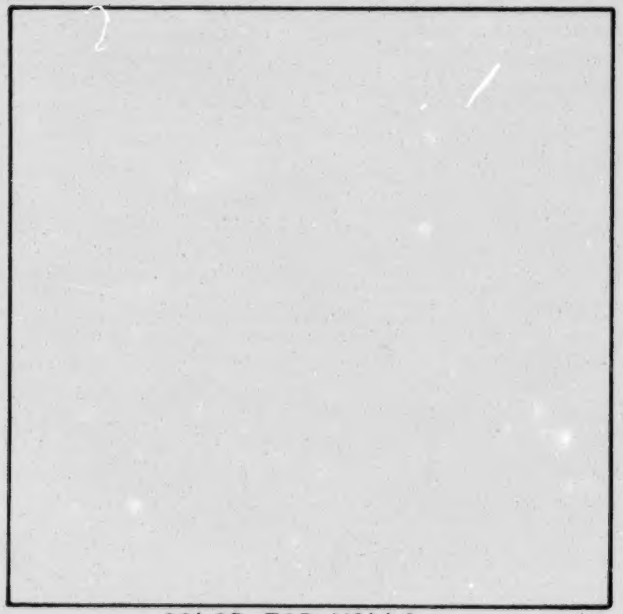
VIII. Bathroom
1. Two full baths
2. At least one and a half baths for each three bedrooms
3. One door to enter bathroom
   Two doors to enter bathroom
4. Window over tub
5. Moisture-proof covering around tub only
6. Moisture-proof covering of entire wall 4½ feet high
7. Provision for storage of medicine out of reach of children
8. Light switches away from bathtub
9. Storage for bathroom supplies and towels
10. Inside bath has exhaust fan
11. Electrical outlet in bathroom

IX. General Storage

Interior
1. Hall linen closet
2. Separate closet for cleaning equipment (centrally located)

Exterior
1. Provides storage space for equipment for active sports, seasonally used items, play equipment, etc.
2. Space provided exclusive of closet space
   Over 50 sq. ft. (good)
   Under 30 sq. ft. (poor)
3. No outside storage

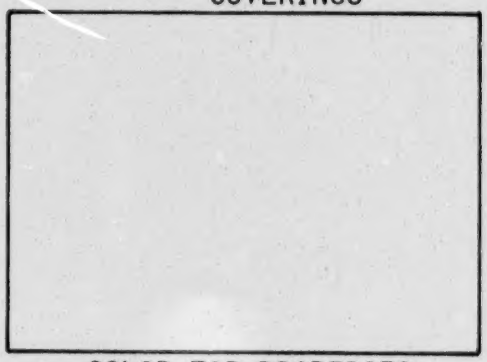
Planning a Color Scheme



COLOR FOR WALLS

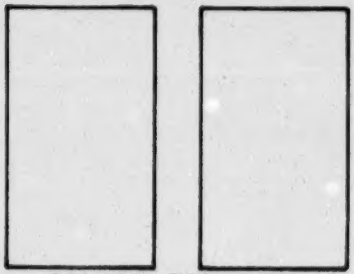
COLOR FOR FLOOR COVERINGS

COLOR FOR UPHOLSTERY OF LARGE SOFA

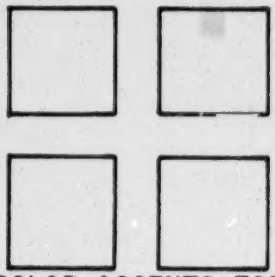


COLOR FOR DRAPERIES

COLOR OF WOOD TRIM



COLORS FOR SMALL CHAIR COVERINGS



COLOR ACCENTS FOR ACCESSORIES OR PATTERNED SURFACES

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